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ABSTRACT

Family English literacy programs are designed to help limited-English-proficient adults and out-of-school youth achieve competence in the English language. The purpose of the study presented here was to provide a thorough description of the 54 Title VII Family English Literacy (FEL) programs funded from 1985 through 1989, including program elements, procedures, and the characteristics that have the potential to enhance the academic achievement of students enrolled in the Title VII instructional program. The study objectives were intended to provide descriptive information on all pertinent aspects of the programs including: instructional methods, cycles, and schedules; program structure and organization; project staff; family participation; curriculum development and materials utilization; recruitment and retention strategies; participant characteristics and program benefits as reported by staff and participants. This study describes the FEL projects developed to meet the new federal policy of helping adults acquire English literacy skills through the family unit. Project data were collected by developing and administering a questionnaire to project directors either through a direct field test, by mail, or through site visits. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

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FINAL REPORT
DESCRIPTIVE STUDY OF THE FAMILY ENGLISH LITERACY PROGRAM

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Executive Summary

Descriptive Study of the Family English Literacy Program

The Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) contracted with Atlantic Resources Corporation in 1989 to conduct a descriptive study of the Family English Literacy Program (FELP). The Bilingual Education Act of 1984 of the Elementary and Secondary Education Act, as amended by P.L. 98-511, 20 USC 3221-3262, authorized OBEMLA to administer these grants for programs in local education agencies (LEAs), institutions of higher education (IHEs), and community based organizations (NPOs) serving limited-English-proficient (LEP) youth and adults. The Family English Literacy Program is authorized under Sec. 7035(b) of P.L. 100-297, 20 USC 3282. Section 7003(a)(7) of the Act defines a Family English Literacy Program as a "program of instruction designed to help limited-English-proficient adults and out-of-school youth achieve competence in the English language." The Family English Literacy Program is the first Federal discretionary program to focus on family literacy for parents whose native language is not English and who have children enrolled in Title VII bilingual education program.

The purpose of the study was to provide a thorough description of the 54 Title VII Family English Literacy Programs funded from 1985 through 1989, including program elements, procedures, and the characteristics that have the potential to enhance the academic achievement of students enrolled in the Title VII instructional program. The study objectives were intended to provide descriptive information on all pertinent aspects of the program including: instructional methods, cycles, and schedules; program structure and organization; project staff; family participation; curriculum development and materials utilization; recruitment and retention strategies; participant characteristics and program benefits as reported by staff and participants. This study describes the Family English Literacy projects developed to meet a new Federal policy of helping adults acquire English literacy skills through the family unit.

Funded for a three-year period, the 54 projects in this study were funded as follows: 4 projects funded in 1985; 16 in 1986; no new projects in 1987; 19 projects in 1988, and 15 projects funded in 1989. At the time of the study, there were 39 projects currently operating across the nation (see Map). Six of the projects had received a second three-year grant.

Project data were collected by developing and administering a questionnaire to project directors either through a field test (3), mail (36), or through site visits (15). For the 15 projects visited on site, the Atlantic Resources Corporation staff administered a 51-item questionnaire; for the remaining projects, a somewhat abbreviated version with 42 questions was administered by mail with telephone follow-up when necessary. Information was received from 52 (96%) of the 54 projects.

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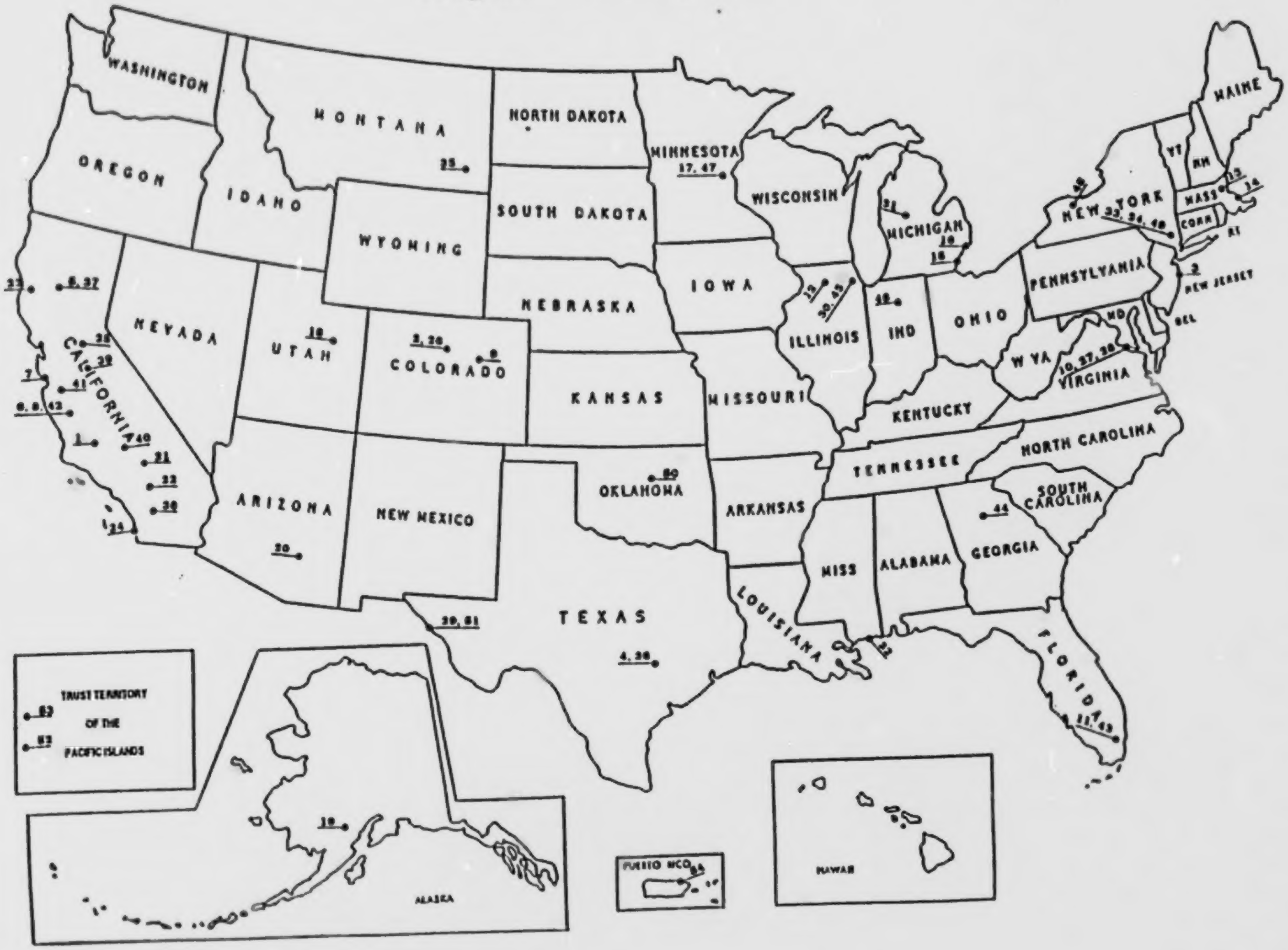
AUTHOR'S NOTE: This research was conducted for the US Department of Education, Office of Bilingual Education and Minority Languages Affairs, by Atlantic Resources Corporation, 11250 Roger Bacon Drive, Suite 16, Reston, VA 22090, (703) 478-9290; under Contract No. T289009001. The interpretation and conclusions, however, do not necessarily represent the position of the Office of Bilingual Education and Minority Languages Affairs or the US Department of Education.

Program Location by State


WASHINGTON
OREGON
IDAHO
MONTANA
25
NORTH DAKOTA
SOUTH DAKOTA
WYOMING
NEBRASKA
MINNESOTA
17, 47
WISCONSIN
MICHIGAN
31
10
18
IOWA
ILLINOIS
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IND
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OHIO
PENNSYLVANIA
NEW YORK
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TENNESSEE
SOUTH CAROLINA
GEORGIA
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ALABAMA
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TEXAS
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ARIZONA
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COLORADO
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UTAH
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NEVADA
CALIFORNIA
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TRUST TERRITORY OF THE PACIFIC ISLANDS
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ALASKA
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PUERTO RICO
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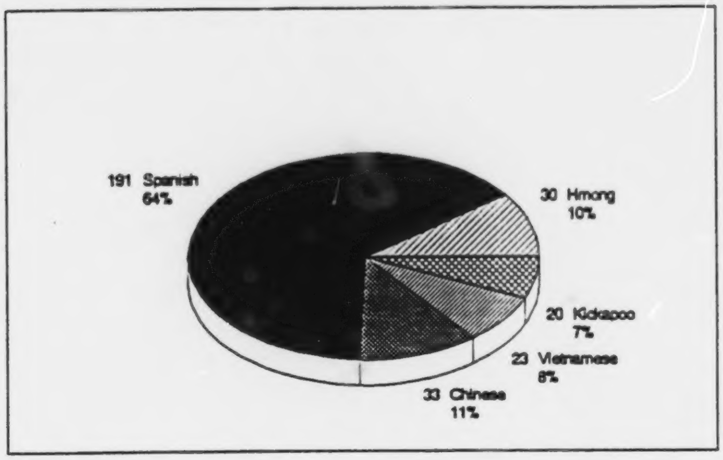
HAWAII

KEY

Number	Organization	City	State	Year Funded
1	Glendale Unified School District	Glendale	CA	1985
2	University of Colorado - Boulder	Boulder	CO	1985
3	Perth Amboy Board of Education	Perth Amboy	NJ	1985
4	Intercultural Development Research Associates	San Antonio	TX	1985
5	California State University - Sacramento	Sacramento	CA	1986
6	Gilroy Unified School District	Gilroy	CA	1986
7	San Francisco Unified School District	San Francisco	CA	1986
8	Santa Clara County Department of Education	San Jose	CA	1986
9	School District 1 - Denver	Denver	CO	1986
10	District of Columbia Public Schools	Washington	DC	1986
11	Florida International University	Miami	FL	1986
12	Northwestern Educational Cooperative	Arlington Heights	IL	1986
13	The NETWORK, Inc.	Andover	MA	1986
14	University of Massachusetts - Boston	Boston	MA	1986
15	Detroit School District	Detroit	MI	1986
16	Oak Park School District	Oak Park	MI	1986
17	Lao Family Community of MN, Inc.	St. Paul	MN	1986
18	Ute Indian Tribe	Fort Dushesne	UT	1986
19	Southwest Region Schools	Dilingham	AK	1988
20	Pima County Community College	Tucson	AZ	1988
21	Baldwin Park Unified School District	Baldwin Park	CA	1988
22	Centralia School District	Buena Park	CA	1988
23	Fremont Unified School District	Fremont	CA	1988
24	Solana Beach School District	Solana Beach	CA	1988
25	Stockton Unified School District	Stockton	CA	1988
26	University of Colorado - Boulder	Boulder	CO	1988
27	National Council of La Raza	Los Angeles	CA	1988
28	Spanish Educational Center	Washington	DC	1988
29	El Paso Community College	El Paso	TX	1988
30	St Augustine College	Chicago	IL	1988
31	Grand Rapids Public Schools	Grand Rapids	MI	1988
32	Biloxi Separate School District	Biloxi	MS	1988
33	New York City Board of Education, District 2	New York	NY	1988
34	New York City Board of Education, District 3	New York	NY	1988
35	Lame Deer Public School, District 6	Lame Deer	MT	1988
36	Intercultural Development Research Associates	San Antonio	TX	1988
37	California State University - Sacramento	Sacramento	CA	1989
38	La Mesa - Spring Valley School District	La Mesa	CA	1989
39	Parlier Unified School District	Parlier	CA	1989
40	Pasadena Unified School District	Pasadena	CA	1989
41	Ravenswood City School District	East Palo Alto	CA	1989
42	Santa Clara County Department of Education	San Jose	CA	1989
43	Florida International University	Miami	FL	1989
44	Georgia State University	Atlanta	GA	1989
45	University of Illinois - Chicago	Chicago	IL	1989
46	Fort Wayne Community Schools	Fort Wayne	IN	1989
47	Lao Family Community of MN, Inc.	St. Paul	MN	1989
48	BOCES Geneseo Migrant Center	Geneseo	NY	1989
49	New York City Board of Education, South Bronx HS	New York	NY	1989
50	IKWAI (FORCE)	Choctaw	OK	1989
51	Region XIX Education Service Center	El Paso	TX	1989
52	Northern Marianas College	Saipan	MP	1989
53	Palau Bureau of Education	Koror	Palau	1989
54	Puerto Rico Department of Education	Hato Rey	PR	1989

A questionnaire was also developed to gather information from a sampling of FEL project participants. Data were collected through an interview process involving project participants across the 15 sites visited. Local interviewers were trained by Atlantic Resources Corporation project staff to administer the Participant Questionnaire to local project participants. All interviews were conducted in the participants' native language. A total of 297 of the scheduled 300 participants (99%) were interviewed across the 15 participating sites. Interviews conducted represented five language groups: Spanish, Vietnamese, Hmong, Chinese, and Kickapoo-speaking participants, as illustrated in the following graph.

Participant Language Groups



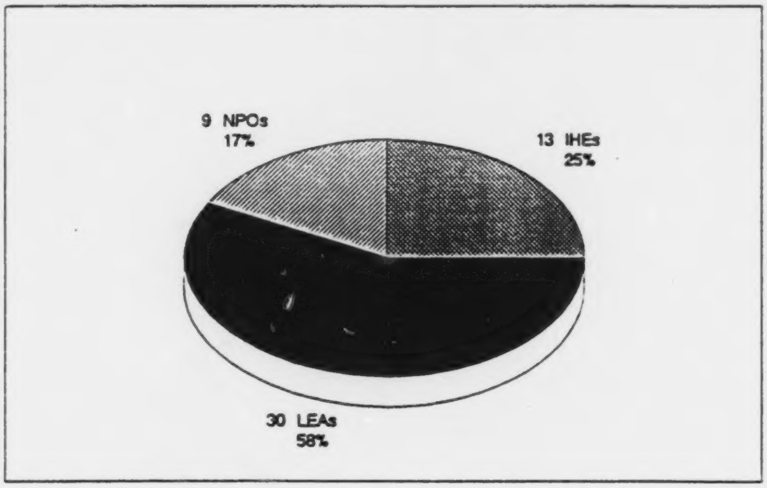
Sites were selected to be as representative as possible of the FEL projects. Selection criteria for the sites to be visited included regional distribution, project funding year, language groups served, type of organization, and program model/focus. All recipients of a second three-year grant were included in the site visits selected. Site visits were scheduled to allow for the observation of project activities whenever possible.

PROJECT AND PARTICIPANT BACKGROUND

Location. Family English Literacy projects were dispersed throughout the United States and its territories. States with the highest number of FEL projects were California (16), Texas (4), and New York (4).

Types of Organization. Thirty of the 52 projects (58%) were based in an LEA; 13 (25%) operated through an IHE, and nine (17%) were operated by an NPO.

Project Placement by Type of Agency



The number of project sites served by FEL projects ranged from 1 to 18, with a mean of three sites per project. LEAs served an average of three sites; IHEs had an average of four sites, and NPOs served an average of six sites.

Number of Participants. A total of 20,565 participants was reported as having been served to date. The number of participants served to date[1] by a project ranged from 40 (Southwest Region Public School District) to 1,278 (Detroit Public School District). Thirty-nine FEL projects (75%) reported that they had served fewer than 500 participants to date. The average number of participants served to date by FEL projects was 395. (Number of participants served to date will be impacted according to year of funding. Some projects were in their second funding year, others in their third funding year, and some were in their second funding cycle.)

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[1] May 1991

Languages. Forty-three different language groups were served across the 52 reporting projects, with the largest populations as follows:

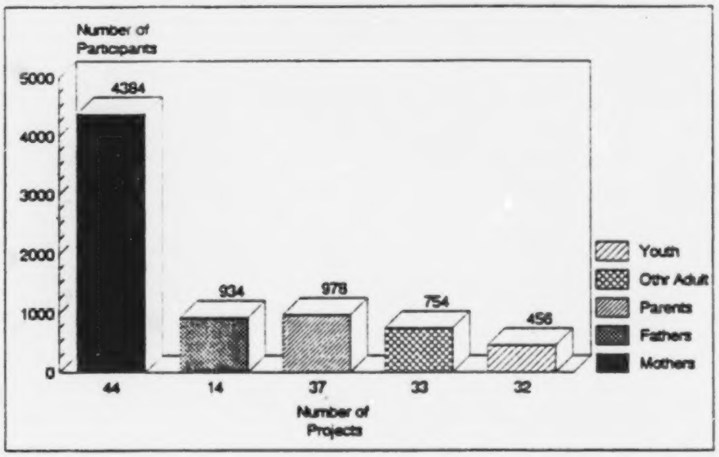
- 7,469 Spanish-speaking participants (66%) were served by 42 projects;
- 1,021 Hmong-speaking participants (9%) were served by 8 projects;
- 837 Arabic participants (7%) were served by 5 projects;
- 260 Vietnamese-speaking participants (2%) were served by 17 projects;
- 195 Chinese-speaking participants were served by 16 projects, and
- Other identified language groups with over 10 participants included Laotian, Haitian Creole, Kickapoo, Cambodian, Korean, Yaqui, Yupik, and Tagalog.

Number of Participants Served by Language

Language	Number of Projects	Number of Participants
Spanish	42	7,469
Hmong	8	1,021
Arabic	5	837
Vietnamese	17	260
Chinese (Mandarin)	12	152
Laotian	8	133
Haitian Creole	7	134
Kickapoo	2	102
Cambodian	6	97
Chinese (Cantonese)	4	43
Korean	8	42
Farsi	5	27
Yaqui	2	22
Yupik	2	21
Tagalog	3	10
Samoan	2	7
Tongan	2	6
Algonquin	2	5
Armenian	1	2
Northern Cheyenne	2	2
Other	10	876
Total	**150**	**11,268**

Type of Participants. FEL projects reported serving a greater number of mothers (44 projects) than any other identified group; 14 projects reported serving fathers, and 37 projects (71%) provided services for at least some sets of parents. Mothers were five times more likely to participate alone than fathers or both parents. Thirty-three projects reported project participation by other adult family members. Thirty-two projects reported serving a total of 456 out-of-school youth, the participant group least represented across projects.

Number of Participants by Category



Parent-Child Activities. Although the inclusion of children was not a program requirement, the majority of FEL projects (83%) included a component in which parents and children engage in activities together. Thirty-six projects (70%) indicated that all or most families involve their children in project activities. Structured parent/child activities were provided in all the 15 projects visited. A higher percentage of projects based at IHEs (77%) reported all or most families involving children in project activities than LEAs (70%) or NPOs (55%).

OUTREACH AND RECRUITMENT

Participant Selection. Forty-six directors (88%) reported that participant selection criteria was based on the dominant language groups residing in their geographic service area. Parents of children in bilingual education programs were given first priority by 41 projects (79%); eight projects (15%) based participant selection on "people with the greatest need," and two projects (4%) subscribed to a "first come, first served" philosophy. Fifteen project directors (29%) indicated that there was a waiting list for participants, with an average of 55 people waiting to enroll in the project and an average waiting period of four months.

Recruitment Tactics. Project directors cited effective recruitment and retention as essential elements of a successful family literacy project. Recruitment tactics varied in terms of perceived effectiveness, depending on the language/cultural group targeted for project participation. The consistently preferred and most successful recruitment tactic used was word of mouth, followed by information disseminated by teachers and schools.

STAFF

Staff Training. The average number of days provided for in-service staff training was 13 during the first year; 11 during the second year, and 9 during the third year. In-service training was usually in the form of workshops (183), curriculum development activities (170), material development activities (158), and lectures (59). Local education agency based projects averaged more workshops, materials development activities, and lectures per site than IHEs or NPOs. Institutions of higher education provided more curriculum development training activities per site than LEAs or NPOs. Other staff development activities reported were attendance at national and state conferences and literacy symposiums.

Bilingual Staff. Forty-eight project directors provided data on the percent of teachers, aides, and support staff who were bilingual. Of these, 23 projects (48%) reported that all project teaching staff were bilingual and 37 projects (77%) indicated that all teacher aides and support staff were bilingual.

Staff Qualifications. Local education agencies, IHEs, and NPOs tended to recruit staff with similar qualifications and attributes. Thirty-seven directors (71%) indicated that they seek staff with a background in bilingual education. Directors of FEL projects consistently stated they prefer to hire bilingual teachers whenever possible. Teachers who are not bilingual are expected to be knowledgeable about ESL education and the LEP population of the area served. Nineteen projects reported that over 75 percent of their staff held a Bachelor's Degree, 14 projects reported that over 50 percent of their staff held a Master's Degree, and 14 directors reported that they employed staff with a Doctoral Degree. Among the reporting FEL projects (33), an average of 45 percent of the projects employed staff with bilingual certification/endorsement.

CURRICULUM, INSTRUCTION, AND ATTENDANCE

Project Instruction. FEL projects dedicated an average of 50 percent of their time to English literacy instruction. Thirty-four projects (65%) indicated dedicating an average of 19 percent of instructional time to native language literacy; 46 projects (88%) indicated dedicating an average of 23 percent of time to parent educational skills instruction; 32 projects (54%) indicated spending an average of 12 percent of the time on parent/child activities, and 26 projects (50%) indicated spending an average time of 9 percent on pre-employment skills.

Instructional Methodology. All of the FEL projects used more than one instructional method. Forty projects (77%) indicated using at least four instructional methodologies. The preferred language acquisition methodology reported by all projects regardless of the type of agency was the Whole Language Method. Other language acquisition methodologies often cited were Total Physical Response, Language Experience, and the Natural Approach. Of the 15 directors interviewed on site, 12 (80%) indicated that multiple levels of instruction were provided for participants and 10 (67%) stated that instruction was conducted in both native language and English.

Instructional Materials. Project directors reported using a variety of materials to teach English literacy through parent education, life skills, and citizenship. Twenty-one projects (40%) had developed their own curriculum materials. Twenty-seven projects (52%) used commercially published materials supplemented with locally developed materials. More LEA-based projects (60%) reported developing their curriculum locally or with another institution than IHEs (46%) or NPOs (33%). Directors interviewed during the 15 site visits commented on the lack of materials available for family literacy programs. A number of directors whose projects had developed curricula indicated that they planned to publish and/or disseminate the materials. Many directors indicated that special materials developed through the project, such as videos, tapes, slides, and worksheets, were particularly useful for participants accustomed to traditional textbook or workbook approaches.

Other Instructional Features. Family literacy projects often utilize community agencies and resources and thus provide new linkages within a community. The most common community resources mentioned were libraries, bookstores, and community speakers. Other community resources included churches, museums, field trips, and parent institutes.

Drop Out, Attrition, and Attendance. Of the 36 directors providing data regarding participant dropout, 8 directors indicated a rate from 5 to 20 percent; 12 directors cited a rate of 21 to 30 percent; 12 directors reported a dropout rate of 31 to 40 percent; three directors reported a rate of between 41 and 50 percent, and one director indicated a 60 percent rate. The average reported dropout rate was 22 percent. A larger percent of NPOs reported a dropout rate of 20% or less than LEAs or IHEs. Thirty-nine directors (75%) indicated that the project had a follow-up program to encourage attendance. Reasons cited for both low attendance and dropping out included problems related to moving, transportation, day-care, job-related, and money. (The term "drop-out" may not adequately describe participant attendance behaviors. Students tended to leave the project for a time for a variety of reasons and re-enroll at a later date. The high mobility of some of the population also affected attendance and dropout rates. Project directors, aware that they were serving a non-traditional student population, developed and implemented a variety of attendance policies appropriate to their target populations. Twenty-five projects indicated that "regular attendance" was required for continued participation.

Participant Referral. All projects (100%) provided referral assistance to participants. The largest numbers of referrals were made to GED preparation and testing agencies. Referrals were also made to welfare and health agencies.

TECHNICAL ASSISTANCE

Technical Assistance Needs. Of the 15 project directors interviewed during the site visits, eight reported that they need assistance in the area of student assessment and program evaluation. Six directors reported an interest in establishing an FEL network to share common concerns and ideas, and three indicated a need for assistance with recruitment and retention strategies. Other technical assistance needs cited by directors included staff development/training, adult education methodologies, using volunteers more effectively, and utilizing research findings.

Community Coordination. The extent of coordination with other agencies is perhaps unique to family literacy projects and serves to acquaint parents with community resources and agencies with which they were not familiar. There is some evidence that the strongest programs included coordination components involving other community agencies, made regular referrals, and obtained technical assistance as appropriate. These coordination efforts may be critical to retention of adult students.

ASSESSMENT AND EVALUATION

Assessment. FEL projects often used a combination of assessment methods. Twenty-nine directors indicated using standardized tests for the assessment of English proficiency of entering participants; 28 directors used language proficiency tests; 31 projects used a staff interview, and 25 projects utilized informal assessment methods. Institutions of higher education tended to rely on standardized tests to a greater extent than either LEAs or NPO-based projects. Directors interviewed during the site visits commented that measures used to assess native language literacy were not easily attainable.

Evaluation. Evaluation instruments ranged from standardized tests to locally developed instruments. Projects generally did not confine themselves to a single instrument to evaluate their project. The project evaluation was conducted by an external evaluator in 38 of the projects (73%). Fifteen directors (29%) indicated that the project assesses children's gains as an evaluation component. Other evaluation methods reported by FEL projects included pre and post videos, anecdotal records, staff observation in family homes, and parents' comments relative to their children's development. Project directors recognized the need for instruments appropriate for evaluating the total project rather than separate components.

Capacity Building. When asked how the project would continue after the Title VII grant ends, 15 projects will continue with district funding, 9 with state funding, 4 with Federal funding, 2 with foundation and private funding, and 2 with city funding. The remaining projects were seeking funding sources.

PROJECT FEATURES

When asked to describe the feature of the FEL project that worked best for participants, there was significant variation in the responses. This variation may be due, in part, to the diverse cultures and needs represented in the projects. The following project features were most often cited as contributing to participant growth and progress: bilingual staff, intergenerational focus and the opportunity for families to work together, accessibility to project instruction, provide access to child care and/or transportation, and the importance of helping parents realize that they are significant in their child's education.

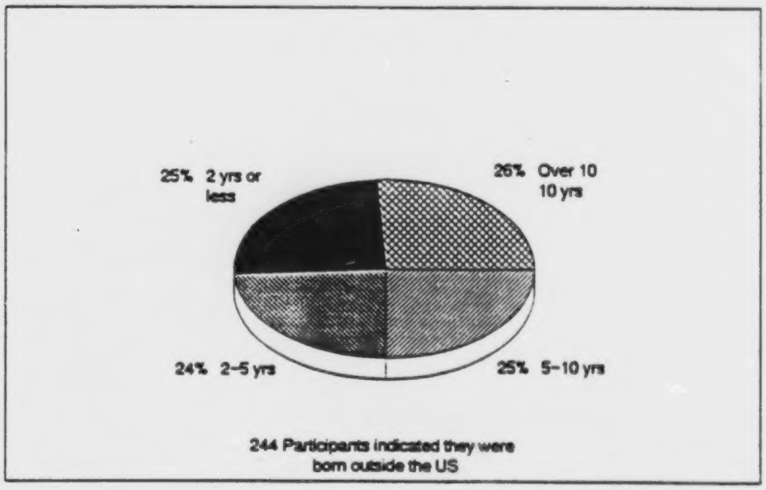
When asked what directors considered the most important project achievement, parents' involvement in their children's education was considered the most important by 29 directors. Most of these respondents attributed the increased parental involvement to improved English proficiency, literacy, and parenting skills. Directors also considered the increased self-confidence and self-esteem of the parents an important project achievement.

PROJECT PARTICIPANTS

Participant Completion. A total of 297 participants were surveyed through the Participant Questionnaire, developed by Atlantic Resources Corporation and administered by trained local interviewers. Demographic information concerning the participants who participated in the survey includes the following.

- 244 (82%) were born outside the United States. Of these, 25 percent of the participants had lived in the US two years or less; 24 percent had resided in the US from two to five years; 25 percent from five to 10 years, and 26 percent had lived in the US for more than 10 years.

Length of Time in US



244 Participants indicated they were born outside the US

- Surveyed participants reported an average of 3.1 children. Thirty-three percent of the participants indicated their youngest child was less than two years of age. The average number of children in school per family was 2.6. Participants with children in bilingual education programs reported an average of two children in the program.

- 270 (91%) of the participants indicated that the first language they spoke was the native language in which they were interviewed.

- 67 percent reported being able to speak "some" English, 18 percent could speak English "well," and 15 percent reported that they could not speak English "at all." When speaking to their children, 60 percent of the participants reported speaking in their native language.

- Participants reported relatively high levels of literacy in their native language. Eighty-four percent stated that they can read and 79 percent that they can write in their native language. Spanish-language participants had the highest native language literacy rates and Chinese participants had the highest native language literacy rates of the Asian language groups.

- 75 participants (25%) had attended school four years or less. The Asian-language participants reported having considerably less education than the Spanish and Kickapoo speakers.

PROJECT RECRUITMENT AND ATTENDANCE

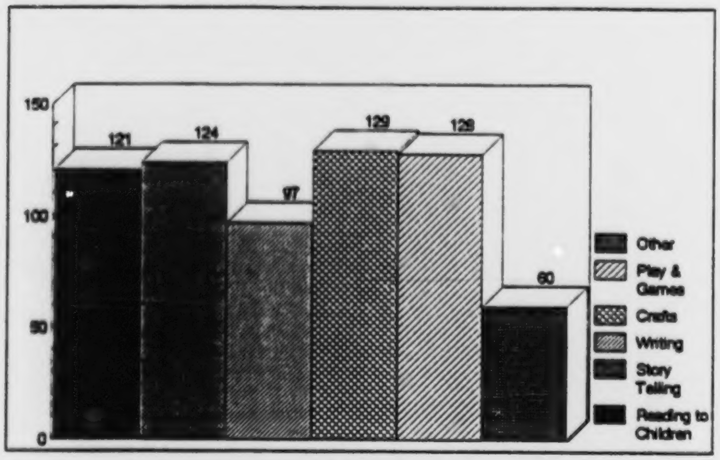
- Almost half (47%) of the participants had heard about the FEL project by word of mouth from friends (95), participant's own children (5), other relatives (33), or a parent sponsor (8).

- Although participants gave a variety of reasons for enrolling in the FEL project, "learning or improving English" was the primary reason for 180 participants.

- Project attendance patterns among the participants ranged from a few days to more than three years. The median length of attendance reported was 10 months. Spanish-speaking participants reported attending classes for a longer period than the other groups (12 months). Eighty percent of the participants indicated that they attend "most classes"; 17 percent "some classes," and only 3 percent reported that they "seldom" attend.

- Respondents appeared to recognize the importance of engaging in parent/child activities. A total of 145 participants (49%) reported bringing their children to FELP activities. Responses to the types of project activities participants engaged in with their children are provided in the following graph.

Families Involving Children in Project Activities



PROJECT IMPACT

- 151 participants (51%) reported improvements in English literacy related activities since enrollment in the FEL project. Activities in which the greatest improvements were reported by FEL participants include the following:

  -- Reading notices in English in a supermarket
  -- Reading labels in English
  -- Shopping for groceries in an English-speaking market
  -- Reading report cards in English
  -- Reading aloud to children in English
  -- Making a telephone call to an English speaker
  -- Watching TV news in English
  -- Reading and returning field trip permission form
  -- Taking a child to the library

- Activities in which the least level of improvement was reported by participants included:

  -- Writing letters in English
  -- Attending PTA meetings
  -- Taking public transportation
  -- Helping children with homework

- Proficiency improvements increased monotonically with each successive length of attendance. In some activities, participants attending an FEL project for more than a year reported substantially higher improvements than participants attending for six months or less.

- The relationship between degree of improvement in proficiency and length of project attendance was far stronger for the activities related to school and children than for general activities. This finding suggests that FEL projects are indeed emphasizing activities related to children's education and that this emphasis has a cumulative impact over time, for periods longer than a year.

- When asked to comment on the benefits of the program, 193 respondents (65%) cited learning or improving English. A number of participants noted additional changes, some of which may have implications for dealing with children as a project-related benefit. Nearly 25 percent of the participants reported that they had been helped by the project in a way that specifically involved their children, and only eight participants (3%) reported that they had not been helped "much" or "at all."

- Participants reported that their children had also been helped through the FEL project, in ways such as:
  - -- Improved reading
  - -- Homework assistance
  - -- Better communication with children
  - -- Children took more initiative
  - -- More involvement in children's school

- A total of 183 participants indicated they have enrolled in other classes since enrollment in the FEL program, including:
  - -- 68 Adult Basic Education
  - -- 44 GED preparation classes
  - -- 7 Job training classes
  - -- 64 Other classes

FEL projects and staff often played a significant role in referring participants to these other educational classes.

SUMMARY STATEMENT

The Family English Literacy projects that appear to be most effective are strongly tied to the school activities of participants' children and are linked to community agencies to assist parents in adapting to the school and community and in providing support for their children. The FEL projects were designed to develop a framework for delivering services to parents and family members of children in bilingual education programs. This framework involved recruiting parents and teachers, developing a curriculum or searching for appropriate materials, coordinating with community groups, and referring participants to other educational programs or to other agencies. The most effective recruitment technique was word of mouth, followed by letters or notices from a child's school or teacher. Curricula, whether locally designed or adapted from published materials, were designed to meet participant needs in acquiring English literacy skills, working with their children, and adapting to the school and the community. Instructional approaches were eclectic and were adapted to the English proficiency levels of the participants. Almost all programs had bilingual staff members who were sensitive to the needs of the participants, and teachers were flexible and creative in exploring ways to strengthen programs. Parent/child activities are unique to the Family English Literacy Program and occur in more than 90 percent of the projects. Parents reported that they engaged in more literacy activities at home than before they enrolled in a project. The parent/child component helped parents learn how to work with their children and how to become involved in school activities. The framework of a FEL project allowed extensive coordination with community groups and enabled project staff to refer participants to other agencies or programs. Projects usually reflected the language and cultural profile of the community. Community groups established to serve particular ethnic groups were a frequent source of referral by project staff. The Family English Literacy Program provides an alternative to traditional adult ESL programs with the added dimension of addressing English literacy through the family unit.

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DESCRIPTIVE STUDY OF THE FAMILY ENGLISH LITERACY PROGRAM

I. INTRODUCTION

Study Overview

The US Department of Education (ED) awarded a contract in September 1989 to Atlantic Resources Corporation to conduct a descriptive study of the 54 Family English Literacy projects administered by the US Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The purpose of the study is to conduct a thorough description of the 54 Title VII funded Family English Literacy Projects (1985-1989), including characteristics of program participants, characteristics of various program models to include descriptions of program staff, recruitment and retention processes, instructional methods, and materials used; instructional cycles and schedules; family participation; program structure and organization; and perceptions of benefit or success as reported by both participants and staff. The findings and recommendations will serve to assess the effectiveness of various program models and components in an effort to improve the overall program area.

The Family English Literacy Program is the first Federal discretionary program to focus on family literacy for parents whose native language is not English and who have children enrolled in Title VII bilingual education programs.[1] English literacy programs for adults of limited English proficiency have been offered by schools, institutions of higher education, and community-based organizations for many years; however, such programs generally focused on English literacy instruction and did not include parent/child instructional activities or parenting/parent education components.

Four Title VII funded Family English Literacy Projects were funded in 1985 and 16 new projects and four continuations in 1986. No new projects were funded in 1987. Nineteen new projects and 16 continuations were funded in 1988 and 15 new projects were funded in 1989. At the time of the study, there were 39 currently funded projects functioning across the country.

The underlying assumption of the Family English Literacy Program is that what is learned and reinforced at home has significant impact on the academic success of the student. One of the primary goals of the program is to break the chain of illiteracy that is present in many limited-English-proficient (LEP) families. If parents and family members are literate in English, they can become active participants in the LEP student's education. A tradition of education in the home can affect a child's academic achievement in both skills and attitudes.

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[1] In 1968, Congress approved the inclusion of a bilingual education provision Title VII into the Elementary and Secondary Education Act of 1965 (commonly referred to as Title VII).

In this report, Chapter I provides an introduction to the problem of illiteracy, limited-English-proficient populations, and family literacy programs. Chapter II provides an overview of the methodology used to conduct the study. Chapter III presents the descriptive findings of both the project director and participant surveys. Chapter IV provides a Summary of Findings and Recommendations. An Executive Summary of this report is also available.

The Problem of Illiteracy

The late 1980s saw the United States awaken to the tragedy and threat of illiteracy. Studies such as Workforce 2000[2] found that tens of millions of adults lack the essential literacy skills needed to survive and prosper in an increasingly complex society. Other studies concur that adult literacy is crucial to the future of America because skilled people will be required in an increasingly competitive world economy. Literacy is generally regarded as the key to labor force participation and achievement of personal goals.

Government at both the Federal and state levels and private organizations have expressed considerable concern regarding literacy. President George Bush has pledged to work to eradicate illiteracy by the end of the century.[3] Goal Number 5 of his education strategy states, "*By the year 2000, every adult in America will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*" First Lady Barbara Bush has made literacy her major public effort, stating that, through literacy, she can discuss a broad range of social problems. The Barbara Bush Foundation for Family Literacy views family literacy programs as critical to the nation, with a stated mission to "*Establish literacy as a value in every family in America by helping parents everywhere understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject.*" [4]

Corporations and foundations including the Annenberg Fund, Inc., Carnegie Corporation of New York, Chase Manhattan Bank, Coors Foundation, Exxon Corporation, the Gannett Foundation, IBM, the Rockefeller Foundation, and Xerox Corporation agree that adult literacy in the United States is an issue of grave importance. These and other corporations support research and related efforts to address the problem of illiteracy.[5]

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[2] William B. Johnston and Arnold H. Packer, Workforce 2000: Work and Workers for the Twenty-first Century (Indianapolis: Hudson Institute, 1987).

[3] America 2000: An Education Strategy (Washington, DC: US Department of Education, 1991).

[4] First Teachers (Washington, DC: The Barbara Bush Foundation for Family Literacy, 1989).

[5] Forrest P. Chisman, ed., and Associates, Leadership for Literacy. The Agenda for the 1990s (San Francisco: Jossey-Bass Publishers, 1990).

Individual state efforts at combating illiteracy have also increased dramatically. Arkansas, through the Arkansas Action Plan for Literacy Enhancement (AAPPLE), has proposed that certain "at risk" populations be required to enroll in literacy training. Some eight million dollars have been earmarked for workforce literacy training efforts. California, which has the most extensive adult basic skills program in the nation, devotes about 80 percent of adult education skills funds to English as a Second Language programs. Adult literacy services have been greatly expanded under Project GAIN (Greater Avenues for Independence). Michigan, Minnesota, and Virginia have increased their adult literacy programs and allocated additional funds to expand the number of literacy programs operating across the respective states.[6]

Family Literacy Programs

For decades, literacy programs for adult non-readers have been offered by adult education programs and volunteer literacy groups. At the same time that awareness of the economic relevance of literacy has increased, there has been an emerging awareness that the problem of illiteracy is intergenerational. Combining literacy instruction for both parents and children in an organized manner is a relatively recent phenomenon. Only in the past several years have programs, books, and articles in professional journals focused on family literacy programs.

Family literacy programs are intended to attack the cycle of intergenerational illiteracy by working with parents who lack basic skills and children who are "at risk" as they enter school. Research indicates that the literacy level of a parent is an important factor in predicting the literacy proficiency of children and young adults.[7] Parents who lack basic literacy skills cannot know the joy of reading a story to their children, and these children cannot reap the documented educational benefits of reading with a parent. A child's early experience with books--being read to by a parent or another adult--is an inherent component of a child's literacy development. Children whose parents are illiterate or who read at a low level often miss these experiences.

Teachers in early childhood programs and elementary schools have long recognized the importance of children's early experiences with books. Parents who read and write are likely to have children who read and write. Literacy provides opportunities for personal advancement for parents and children alike. Family literacy programs view parent and child as a learning unit to benefit from individual and shared literacy experiences.

Although family literacy programs vary, most include three basic components: (1) literacy instruction for parents; (2) language development and readiness activities for preschool children or reading and writing activities for school-age children, and (3) parent-child interaction activities with varying degrees of structure. Programs differ in the types of instruction or activities in which parents engage. Some programs focus on literacy growth directed toward a specific goal, e.g., parents attaining a GED. Other programs emphasize using children's literature in which the parent reads to the child, and the child, in turn, reads to the parent as a means to promote literacy in both populations. Parent education or parenting is a fourth dominant theme of some programs, which may provide a variety of approaches to parenting or may use literacy as a vehicle for helping children with homework.

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[6] Ibid.

[7] Ibid.

Although family literacy is still in its infancy, quality programs are emerging across the nation. Family literacy programs vary from those with a highly structured predetermined curriculum to those that propose to empower parents through the development of a curriculum which reflects specifically expressed parental needs and interests. Ruth Nickse, director of one of the earliest family literacy programs at Boston University, developed the following typology for classifying family literacy/intergenerational programs:

- **Direct Adults-Direct Children.** Both parent and child are required to participate and receive direct instruction, i.e., literacy instruction for the parent and literacy or preschool activities for the child.
- **Indirect Adults-Indirect Children.** Both adults and children are invited to participate. Reading for enjoyment is usually the primary focus, and direct instruction is not provided for either group.
- **Direct Adults-Indirect Children.** Parents receive literacy instruction which may include parent education or parenting. Although children do not receive direct instruction, they are secondary beneficiaries.
- **Indirect Adults-Direct Children.** Pre-literacy or literacy services are provided for children. Although adults may be offered some instruction, the program focus is on children.[8]

Desired outcomes of family literacy programs appear to be similar regardless of program type. Some typical objectives/outcomes of family English literacy programs include:

- **increased literacy skills of parents and pre-literacy or literacy skills of children;**
- **awareness of the importance of books in the lives of both parents and children;**
- **improved communication between parents and children;**
- **greater parental involvement in their children's schooling, and**
- **increased skill in parenting.**

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[8] Ruth S. Nickse, "The Noises of Literacy: An Overview of Intergenerational and Family Literacy Programs." North American Conference on Adult and Adolescent Literacy, Washington, DC.

First Teachers: A Family Literacy Handbook for Parents, Policy-makers, and Literacy Providers[9] describes 10 family literacy programs operating across the country using a variety of models. The Barbara Bush Foundation for Family Literacy awarded 11 family literacy grants nationwide in 1990/91 and will be announcing additional grants in November 1992. Family Literacy in Action: A Survey of Successful Programs[10] describes eight family literacy programs. Each of these publications includes a program summary that provides program characteristics including goals, target population, outreach, funding, support services, materials, special features, and outcomes.

The National Center for Family Literacy, established in Louisville, KY in 1989 "to promote family literacy and see it implemented effectively across the nation,"[11] is one of the primary sources of training, research, and support in the rapidly expanding family literacy movement. Initially funded by the William R. Kenan, Jr. Charitable Trust, the Center refined the Parent Child Education (PACE) Program, which began in six rural Kentucky counties, into a Kenan Trust Family Literacy Model. In this comprehensive and intensive model, undereducated parents and their preschool children attend school together three days each week for the entire school year. While the children participate in a preschool program, parents are close by, sharpening their skills in reading, math, and language. The results of the Kenan Project have been dramatic. In 1988-89, 85 percent of the parents increased their academic aptitude scores by two or more grade points or earned a GED, and the children improved their cognitive and social development skills by at least 67 percent.

Elsa Auerbach, coordinator of a family English literacy program at the University of Massachusetts-Boston serving limited-English-proficient parents of children enrolled in bilingual education programs, described her model and examined the definition and role of family literacy programs.[12] Auerbach states that if literacy acquisition is closely linked to the culture of schooling and mainstream literacy practices, life demands are perceived as taking parents away from literacy development and conflicting with the demands of schooling, such as doing homework. Auerbach described her model as the "transmission of school practices," in which family literacy is broadly defined to include daily life activities. The social context becomes a rich resource, and the teacher's role connects what happens inside the classroom to the outside world. Literacy then becomes a meaningful tool for addressing issues in parents' lives. The approach uses literacy to address family and community problems, parents addressing childrearing concerns, supporting the development of the home language and culture, and interaction with the school system.

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[9] First Teachers: A Family Literacy Handbook for Parents, Policy-makers, and Literacy Providers (Washington, DC: The Barbara Bush Foundation for Family Literacy, 1989).

[10] Family Literacy in Action: A Survey of Successful Programs (New York: New Readers Press, Publishing Division of Laubach Literacy International, 1990).

[11] Speaking the Word, Planting the Seed: The National Center for Family Literacy (Louisville, KY: The National Center for Family Literacy, 1991).

[12] Elsa Roberts Auerbach, "Toward a Social-Contextual Approach to Family Literacy," Harvard Educational Review 59 (May 1989).

The Family English Literacy project model at El Paso Community College, developed with funding from the Texas Education Agency, is philosophically in concert with Auerbach's literacy model and is based on a number of premises: social context is of utmost importance in the learning; oral language is an integral part of the literacy development process and is strongly affected by social context; learners enter school knowing that written language has meaning but cannot understand print usage when it is presented to them, and literacy behaviors are not only specific to books, but encompass many sociolinguistic activities. An overall conclusion is that in the process of helping their children, adults inevitably improve their own literacy skills.[13] There is a lack of research on family literacy reported in the literature, particularly on family literacy for LEP speakers. Information gained from the FEL projects will add to the knowledge base of family English literacy.

Federal Family Literacy Programs

More than 50 proposals regarding adult literacy were introduced in the last session of Congress. Senator Paul Simon's Illiteracy Elimination Act proposed to establish a Cabinet-level coordinating body, increase services to families with illiterate parents, use college students in literacy efforts, and expand community literacy programs.

A number of Federal efforts have focused specifically on family literacy. The Even Start program began in 1989 with a $14 million appropriation. This program offers instruction for parents who do not have a high school diploma and who have children between the ages of one and seven and who reside in a Chapter I school district. A number of programs located in public libraries are funded by the Library Services and Construction Act.

Not until the late 1980s, however, was a substantial Federal commitment made to adult literacy. Until then Federal support was generally limited to grants to the states under the authority of the Adult Education Act (AEA). Beginning in 1988, a series of initiatives was introduced which dramatically enhanced the Federal role in adult literacy training. This legislation included the Family Support Act, Job Opportunities and Basic Skills Training Program (JOBS); the State Legalization Impact Assistance Grant (SLIAG) under the Immigration Reform and Control Act of 1986; changes in the Carl D. Perkins Vocational Education Act, and the Job Training Partnership Act. These efforts resulted in increased attention to and funding for adult literacy training and service.

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[13] "Grant Application," El Paso Community College, El Paso, TX.

National Literacy Act

Legislation authorizing the National Literacy Act was signed by President Bush on July 25, 1991. The Act doubles authorizations for Workplace Literacy Programs and Even Start Programs, creates a National Institute for Literacy, and includes funding to support a family literacy show on public television.[14]

Family English Literacy Program, Office of Bilingual Education and Minority Languages Affairs

The earliest of the Federal programs, the Family English Literacy Program administered by US Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), supports programs for parents of children enrolled in bilingual education programs. The program is a direct response to research findings that the literacy level of a parent is an important factor in predicting the literacy level of a child. The Bilingual Education Act of 1984 (Title VII) of the Education and Secondary Education Act, as amended by P.L. 98-511, 20 USC 3221-3262, authorized OBEMLA to administer grants for programs in local educational agencies serving LEP children. The Family English Literacy Program is authorized under Sec. 7035(b) of P.L. 100-297, 20 USC 3282. Section 7003(a)(7) of the Act defines a Family English Literacy Program as a "program of instruction designed to help limited-English-proficient adults and out-of-school youth achieve competence in the English language. Such programs of instruction may be conducted exclusively in English or in the student's native language and English. Where appropriate, such programs may include instruction on how parents and family members can facilitate the achievement of limited-English-proficient children." Organizations eligible to apply for grants are LEAs, IHEs, and NPOs.

Limited English proficiency is generally defined as a limited ability to listen, speak, read, and write English. It is further defined as a limited ability to function in an English-speaking environment and meet basic survival needs. The population of adults with limited English proficiency is playing an increasingly central role in the economic, social, and political life of the United States due to changing demographic trends. Various census bureau reports estimate between 4 million and 6.5 million residents in the US do not speak English well or at all.[15] By the turn of the century it is estimated that non-native speakers will make up more than 10 percent of the US labor force.

Large numbers of immigrants and/or refugees are arriving in the US from economically impacted countries or those experiencing internal political unrest; Mexico, Southeast Asian countries including Vietnam, Laos, Cambodia, and Thailand; Afghanistan, Pakistan, and India; Eastern Europe; and the Caribbean across to Samoa, Tonga, and the western Pacific Islands. The numbers of different language groups represented in these populations are impressive. Languages include, in no specific order, Spanish, Chinese, Hmong, Cambodian, Thai, Lao, Tongan, Samoan, Afghan, Pakistani, Arabic, Armenian, Korean, and Tagalog. This listing does not include the languages spoken by Native Americans who also contribute to the large numbers of adults and children who are considered limited-English-proficient. The waiting lists for ESL instruction in many parts of the country serve as a testimony to the extent of the problem.

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[14] Washington Post, July 26, 1991.

[15] William B. Bliss, "Meeting the Demand for ESL Instruction: A Response to Demographics," in Chisman, ed., Leadership for Literacy.

The authorizing legislation speaks to an eligible organization's commitment and capability to continue a project after Federal funding ceases. Strategies for capacity building include institutionalization, continuing a program using the organization's funds or merging local and state funds, e.g., using adult education funds for the parent component. Other strategies include seeking financial support from the private sector and establishing linkages with community groups.

The goal of the Title VII funded Family English Literacy Program is to help LEP parents and other family members achieve English language competency and provide instruction on how parents and family members can facilitate the educational achievement of their children. These programs are conducted in English or bilingually.

Summary

The Family English Literacy Program is the first Federal discretionary program for LEP parents of children enrolled in bilingual education programs and provides an alternative to the traditional ESL programs for adults. Concern about the economic and social consequences of illiteracy have been noted by government at the Federal and state level, as well as by numerous corporations and foundations. Family literacy programs attack the intergenerational cycle of illiteracy by working with parents who lack basic skills and their at-risk children. Articles and descriptions of family literacy programs have appeared in professional publications only during the past few years. This study describes the Family English Literacy projects developed to meet a new Federal policy of helping adults acquire English literacy skills through the family unit.

II. METHODOLOGY

The study was designed to provide a thorough description of the Family English Literacy Program. It is the first study to provide information on this Title VII program, which is intended to lead to improved academic achievement of students enrolled in Title VII instructional programs by improving the English literacy of family members and stressing parenting and intergenerational literacy activities. The study is not meant to be an evaluation. Rather, it has collected and analyzed information that characterizes the projects, their approaches to family literacy, specific activities, and the participants that they serve.

This chapter describes the methodology used to collect and analyze data. Specific data collection activities described below include the following:

- A review of program materials and the literature;
- Collection of information on all the FEL projects through a questionnaire administered in person or by mail to project directors;
- Interviews with project participants, and
- Observation of project activities during site visits.

Review of Program Materials and Literature

Atlantic Resources Corporation reviewed all successful grant applications (54) funded since the program's inception in FY 1985 through FY 1989. The initial review of grant applications was performed early in the study to provide background and information for the development of two comprehensive questionnaires.[1] Where they were available, reports of a completed three-year funding cycle and annual reports of individual projects were also reviewed by project staff.

Many of the site visits yielded additional information on the projects. Examples of such information include background on the grantee and on agency programs related to family English literacy; outreach materials and other publications produced by the grantee; lesson plans, instructional packages and related course materials, and articles and other literature on the specific populations served. These materials were used to supplement the case studies in Appendix A.

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[1] Applications of the 15 sites that were visited in person were reviewed again prior to the site visits and incorporated into site visit reports.

As further background, Atlantic Resources Corporation conducted a review of the literature on intergenerational literacy needs and approaches to family English literacy programs. This review followed discussions with OBEMLA staff on the family English literacy programs and was complemented by an in-service session for the Atlantic Resources Corporation staff on approaches to family literacy. A bibliography of the literature review is provided in Appendix B.

Data Collection Approach

The study was designed to collect data on all 54 FEL projects funded through 1989. The information collected was thus intended to be a census of the projects, rather than a survey. Of the 54 grant projects, 52 directors completed the Project Director Questionnaire, a 96 percent response rate. One director returned the questionnaire with no responses (Glendale Unified School District) because the grant project had ended its three-year funding cycle and the information was no longer available. A second director was ill at the time of the survey and project information was not accessible (Ute Indian Tribe).

Site Visits

A subset of 15 projects was selected for site visits. In addition, two projects were visited (Spanish Educational Center, Solana Beach School District) and a third project (La Mesa - Spring Valley School District) was mailed the questionnaire as part of the pilot test of the data collection instruments. These projects selected for site visits were chosen to provide a representative mix of the following project characteristics:

- Family English literacy models;
- Languages served;
- Characteristics of LEP student families;
- Size of school district;
- Urban/suburban/rural location of the project;
- Funding year (second and third years at time of the site visit), and
- Type of grantee organization.

In addition, all grantee recipients of a second three-year grant were included in the subset of projects that received site visits. The 15 projects that were visited on-site, together with key characteristics of the project and populations, are listed on the following page and provide a presentation of the criteria noted above.

FELP SITES VISITED

1.	**Lao Family Community of Minnesota, Inc.**	**St. Paul, MN**
2.	**California State University-Sacramento**	**Sacramento, CA**
3.	**University of Colorado-Boulder**	**Boulder, CO**
4.	**Pasadena Unified School District**	**Pasadena, CA**
5.	**Santa Clara County Office of Education**	**Santa Clara, CA**
6.	**Georgia State University**	**Atlanta, GA**
7.	**Biloxi Separate School District**	**Biloxi, MS**
8.	**Florida International University**	**Miami, FL**
9.	**El Paso Community College**	**El Paso, TX**
10.	**Intercultural Development Research Association (IDRA)**	**San Antonio, TX**
11.	**University of Illinois-Chicago**	**Chicago, IL**
12.	**Board of Cooperative Educational Services (BOCES) Geneseo Migrant Center**	**Geneseo, NY**
13.	**Pima Community College**	**Tucson, AZ**
14.	**NYC Board of Education Community School District 2**	**New York, NY**
15.	**IKWAI Foundation of Organized Resources in Cultural Equity (FORCE)**	**Choctaw, OK**

Family English Literacy Project Director Questionnaire and Interviews

Project data were collected using a questionnaire that was administered to the project directors either through mail or site visits. For the 15 projects visited on site, the Atlantic Resources Corporation staff member conducting the site visit administered a 51-item questionnaire as part of an interview with the project director. For the other projects, a slightly abbreviated version of the questionnaire with 42 questions was administered by mail, with telephone follow-up where necessary. Topics covered in the Project Director Questionnaire included:

- **General background on the project;**
- **Demographic information on project participants;**

- **Project outreach and recruitment;**
- **Project staff, their training, and backgrounds;**
- **Project instructional activities and materials;**
- **Curriculum;**
- **Attendance, drop-out/completion, and related factors;**
- **Technical assistance received by the project;**
- **Assessment evaluation, and**
- **Capacity building.**

The mail and site project director questionnaires are included in Appendix C.

While the site visits were designed for administration of the questionnaire to the project director, at some of the sites directors took the initiative to arrange for other project staff to participate in the interview. This provided additional perspectives on the projects and allowed for fuller discussion of responses.

Participant Interviews

Twenty (20) project participants were interviewed at each of the fifteen (15) sites.[2] A total of 297 participants were interviewed using the Participant Questionnaire across the 15 participating sites and the two field test sites. Topics covered in the participant interviews included:

- **Demographic and background information of the participant;**
- **Language background of the participant;**
- **Project recruitment and attendance of the participant, and**
- **Impact of the project on the participant's English, children, and employment.**

A copy of the questionnaire (in English) is included in Appendix C.

Participants were selected at random from lists of project participants (organized by language group, where more than one language group was served by a project) that were provided by the project director. Interviews were conducted with participants representing five language groups: Spanish, Vietnamese, Hmong, Chinese, and Kickapoo. No more than two language groups were interviewed at any one site. The participant questionnaire was translated into each language, and interviews were conducted in the participants' native language. The number of participants interviewed in each language group were:

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[2] At the two pilot-test sites, a total of nine participants were interviewed.

Spanish	191
Chinese	33
Vietnamese	23
Kickapoo	20
Hmong	30

Participant interviews were conducted by local interviewers. These interviewers were recommended by the project director and hired by Atlantic Resources Corporation for the task. In most cases, the local interviewer was a teacher, staff member, or other person associated with the family English literacy project. Atlantic Resources Corporation developed interviewer training materials, including a videotaped sample interview and instructions. The Atlantic Resources Corporation staff member who made each site visit trained the local interviewer during the visit. Participant interviews were conducted in the three weeks following each site visit. Use of a local interviewer allowed an extra measure of confidentiality, since Atlantic Resources Corporation did not have possession of a list that matched names to the completed questionnaires.

Observation of Classes and Other Site Visit Activities

Site visits were scheduled to allow for observation of project activities whenever possible. The activities observed most often during the site visits were ESL classes for adults. In some cases literacy classes or other activities were also observed. These other activities, and some of the ESL classes, involved the children of the participants. As many as three project sites were visited during each site visit. Instructional project activities were observed at all but two sites (El Paso Community College and Pima County Community College) where the instructional cycle had terminated.

During these visits, the Atlantic Resources Corporation staff member was able to observe the activity, the language acquisition method or literacy approach used, the style in which the activity was conducted, the language proficiency of the participants, and the materials used by the instructor and participants. The visits included tours of the facilities where the activities were located and child care centers, when possible.

Visits to the project activities allowed informal conversation with instructors, aides, child care staff, and contact with participants that provided additional information on the project activities. In some cases, the project director or site supervisor used the occasion of the site visit to make a supervisory visit to the class in the company of the Atlantic Resources Corporation staff member. This allowed additional informal discussion of the project activities and participant backgrounds with these program staff.

Processing and Analysis of Data

Data from the director questionnaires and participant questionnaires were coded and entered into a computerized data base for analysis. Where responses consisted of short answers, these answers were entered into a text data base for question-by-question retrieval and side-by-side analysis. Materials collected at the sites were compiled into a library. Following each site visit, the Atlantic Resources Corporation staff wrote narrative case study reports on the site visits, which are included in Appendix A.

The computerized data base was used to generate frequencies and tables of the project characteristics. Open-ended responses were reviewed and summarized as part of the analysis. The resulting descriptive analysis is presented in the following chapter of this report. A Summary of Findings and Recommendations is provided in Chapter IV.

III. DESCRIPTION OF FINDINGS

A. PROJECT DIRECTOR QUESTIONNAIRE

Characteristics of the Reporting Base

This section presents the findings of the Family English Literacy Project Director Survey. Atlantic Resources Corporation developed a mail interview survey and a slightly longer site interview survey (nine additional questions) that was administered to 54 current and past project directors of Family English Literacy Projects. Exhibit 1 provides a list of all surveyed FELP projects funded between 1985 and 1989 by the Office of Bilingual Education and Minority Affairs (OBEMLA), US Department of Education.

A total of 53 project directors responded to the survey. Of these, 52 project directors (96 percent) provided usable data. One project director (Glendale Unified School District) returned the survey instrument stating that the data necessary to complete the survey were unavailable and that they could not respond to the survey. A second director (Ute Indian Tribe) was ill at the time of the survey and did not return the questionnaire.

Project Director Questionnaire

The respondents for this study instrument were 54 project directors of Family English Literacy (FEL) projects funded through Title VII from the program's inception in 1985 through 1989. Three project directors were interviewed as part of the survey field test; 15 of the project directors were interviewed on-site, and the remaining 36 were interviewed through a mailed questionnaire.

Fifty-two responses were received and analyzed. The findings in this chapter are drawn from the 52 responses and are discussed by the following categories:

1. **Project and Participant Background**
2. **Outreach and Recruitment**
3. **Staff**
4. **Curriculum and Instruction**
5. **Technical Assistance**
6. **Assessment and Evaluation**
7. **Capacity Building**
8. **Overview**

Response rates to a number of questions do not total 52, due, in part, because the requested information was not applicable or was not available. In some cases the information was not applicable because of the nature of the project. For example, the Network, Inc. used a process writing approach to literacy and some of the questions were not relevant. In cases where information was not available, the funding period had generally terminated and the data were

Exhibit 1

Family English Literacy Projects

Number	Organization	City	State
1	Glendale Unified School District	Glendale	CA
2	University of Colorado - Boulder	Boulder	CO
3	Perth Amboy Board of Education	Perth Amboy	NJ
4	Intercultural Development Research Associates	San Antonio	TX
5	California State University - Sacramento	Sacramento	CA
6	Gilroy Unified School District	Gilroy	CA
7	San Francisco Unified School District	San Francisco	CA
8	Santa Clara County Department of Education	San Jose	CA
9	School District 1 - Denver	Denver	CO
10	District of Columbia Public Schools	Washington	DC
11	Florida International University	Miami	FL
12	Northwestern Educational Cooperative	Arlington Heights	IL
13	The NETWORK, Inc.	Andover	MA
14	University of Massachusetts - Boston	Boston	MA
15	Detroit School District	Detroit	MI
16	Oak Park School District	Oak Park	MI
17	Lao Family Community of MN, Inc.	St. Paul	MN
18	Ute Indian Tribe	Fort Dushesne	UT
19	Southwest Region Schools	Dilingham	AK
20	Pima County Community College	Tucson	AZ
21	Baldwin Park Unified School District	Baldwin Park	CA
22	Centralia School District	Buena Park	CA
23	Fremont Unified School District	Fremont	CA
24	Solana Beach School District	Solana Beach	CA
25	Stockton Unified School District	Stockton	CA
26	University of Colorado - Boulder	Boulder	CO
27	National Council of La Raza	Los Angeles	CA
28	Spanish Educational Center	Washington	DC
29	El Paso Community College	El Paso	TX
30	St Augustine College	Chicago	IL
31	Grand Rapids Public Schools	Grand Rapids	MI
32	Biloxi Separate School District	Biloxi	MS
33	New York City Board of Education, District 2	New York	NY
34	New York City Board of Education, District 3	New York	NY
35	Lame Deer Public School, District 6	Lame Deer	MT
36	Intercultural Development Research Associates	San Antonio	TX
37	California State University - Sacramento	Sacramento	CA
38	La Mesa - Spring Valley School District	La Mesa	CA
39	Parlier Unified School District	Parlier	CA
40	Pasadena Unified School District	Pasadena	CA
41	Ravenswood City School District	East Palo Alto	CA
42	Santa Clara County Department of Education	San Jose	CA
43	Florida International University	Miami	FL
44	Georgia State University	Atlanta	GA
45	University of Illinois - Chicago	Chicago	IL
46	Fort Wayne Community Schools	Fort Wayne	IN
47	Lao Family Community of MN, Inc.	St. Paul	MN
48	BOCES Geneseo Migrant Center	Geneseo	NY
49	New York City Board of Education, South Bronx HS	New York	NY
50	IKWAI (FORCE)	Choctaw	OK
51	Region XIX Education Service Center	El Paso	TX
52	Northern Marianas College	Saipan	MP
53	Palau Bureau of Education	Koror	Palau
54	Puerto Rico Department of Education	Hato Rey	PR

either unavailable or inaccessible. Some should be interpreted in view of the fact that the projects were at different stages of their funding cycle (three years) and data reported represented different time periods. For example, a project in its first funding year would generally report smaller enrollment figures than a project in its third funding year. Some questions in the instrument allowed for multiple responses, so percentages may exceed 100 percent.

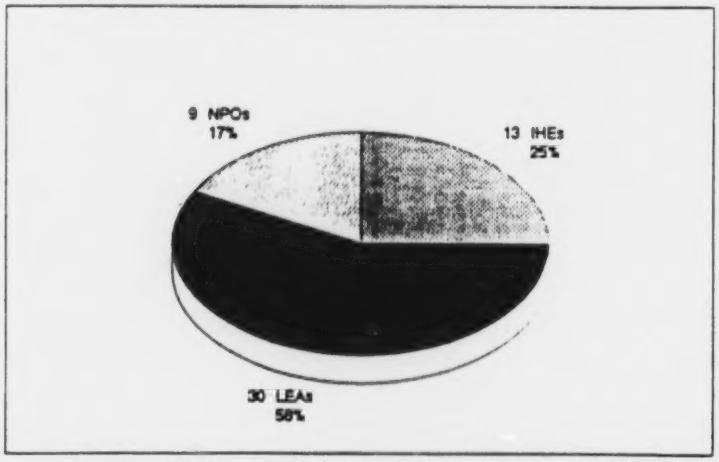
Type of Provider

Three types of organizations were eligible to apply to OBEMLA for Family English Literacy grants: local education agencies (LEAs), institutions of higher education (IHEs), and non-profit organizations (NPOs). These service providers shared a number of commonalities including recruiting participants, training staff, developing or adapting curricula, providing instruction, evaluating project results, and pursuing capacity building efforts.

Thirty of the 52 projects were LEA-based; an additional 13 operated out of IHEs, and nine were located in an NPO. Exhibit 2 reflects FEL project placement by type of agency.

Exhibit 2

Project Placement by Type of Agency



Direct services provided to participants by institutions of higher education were similar to those offered by local educational agencies. The IHEs cooperated with public schools to serve parents and family members of children in bilingual education programs. Some projects administered by an IHE were able to benefit from institutional resources such as teacher trainers or evaluation services. Some non-profit organizations, such as the National Council of La Raza, the Spanish Education Development Center, and the Lao Family Community of Minnesota, were established to serve a particular language or ethnic group or tribe, e.g., IKWAI's mission is to serve members of the Kickapoo tribe. Two non-profit organizations, the National Council of La Raza and The Network, Inc., administered a type of "umbrella project" and administered a number of local projects. La Raza's service area was nationwide with family English literacy projects located at some of the local La Raza councils. The Network's service area was regional, providing technical assistance and leadership to its sites in New England. Instruction and family activities took place at local sites with the parent organizations providing technical assistance and management support. Most LEAs had Title VII projects in the district and served parents and family members of the children in the project.

1. PROJECT AND PARTICIPANT BACKGROUND

Information was requested concerning project background in order to examine overall project scope and operation. Questions were included concerning the number of sites in which the instructional project took place as well as the geographic area served. Additional background information on the Family English Literacy Program sites was gathered through extensive review of the project applications, including: type of organization (LEA, IHE, and NPO), languages to be served, and whether the area served was urban or rural. This section also provides information on the populations served by Family English Literacy projects. Information provides an overall profile of program participants by total number, family member participation, language, and factors affecting program participation. Eligible program activities include instruction on methods participants can use to facilitate the educational achievement of their limited-English-proficient children. This section also includes information concerning the extent to which each project provided activities for the children of the participants.

Project Sites

The number of project sites ranged from one site (12 projects or 23 percent) to 18 (The Network Inc. provided services in the New England area). Exhibit 3 provides information on the number of project sites. Forty-three projects (83 percent) indicated serving fewer than five sites. The mean number of sites served by the FEL projects was three. NPOs tended to serve more sites per project than IHEs or LEAs. LEAs served an average of three sites; IHEs reported providing services to an average of four sites, and NPOs reported serving an average of six sites.

Exhibit 3
Number of Project Sites

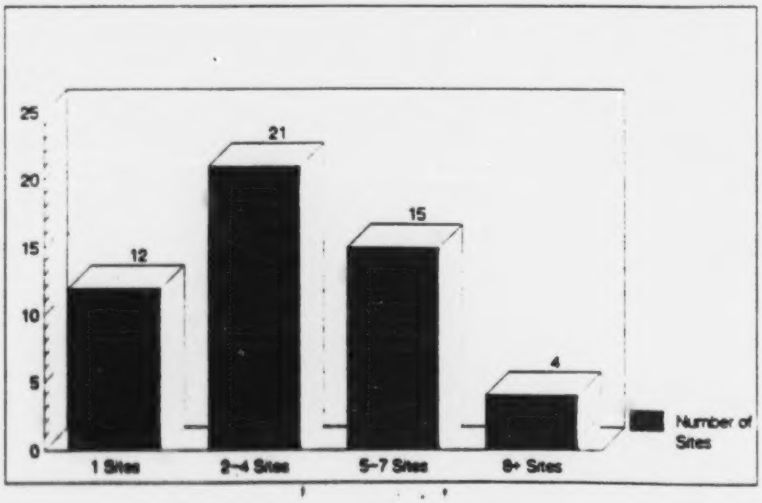


Exhibit 4 provides an overview of project sites by agency type, number of sites, and number of participants served to date. The number of sites reported may be somewhat misleading. For example, the BOCES Geneseo Migrant Center reported serving three sites but actually provided services at six tutorial sites, a number of migrant camps, as well as at private homes. The number of participants reflects the number served to date at the time of the survey. Numbers will vary depending on the program funding year. Annual participant figures by project are not available.

Geographic Dispersion and Area Served

Family English Literacy projects were dispersed throughout the United States and its territories. Programs existed in the off-shore territories such as Hato Rey, Puerto Rico; Saipan, Northern Mariana Islands, and Koror, Palau. California reported having 13 projects, Texas hosted a total of four projects, and New York had four. Colorado, the District of Columbia, Florida, Illinois, Massachusetts, and Michigan were each funded for two or three projects. A map providing the locations of the 54 FEL projects is included as Exhibit 5. (The project listing is found in Exhibit 1.)

Exhibit 4
Projects by Site/Participants Served to Date

Project	Number of Sites	Number of Participants
	LEAs	
San Francisco Unified Sch Dis	5	560
Oak Park Sch Dis	1	200
Centralia Sch Dis	2	342
Ravenswood Sch Dis	2	575
District of Columbia Pub Sch	1	172
Detroit Sch Dis	10	1,278
Perth Amboy Board of Ed	4	1,000
Gilroy Unified Sch Dis	1	120
Santa Clara (funded 1986)	3	500
Southwest Region Sch	2	40
Baldwin Park Unified	5	356
Grand Rapids Pub Sch	1	350
Lame Deer Sch. Dis 6	1	117
Biloxi Sch Dis	9	415
Santa Clara (refunded 1989)	5	261
Pasadena Sch Dis	1	675
NYC Board of Ed. Dis 2	1	200
Region XIX Education Svc Ctr	7	153
Palau Bureau of Education	3	280
Parlier Unified Sch Dis	2	292
Puerto Rico Dept of Ed	3	250
NYC Board of Ed. Dis 3	3	89
Fort Wayne Community Sch	3	270
NYC Board of Ed. S Bronx HS	1	61
Fremont Unified Sch Dis	5	206
Stockton Unified Sch Dis	5	365
School District 1 - Denver	3	786
Solana Beach Sch Dis	1	200
La Mesa - Spring Valley	3	58
BOCES Geneseo Migrant Ctr	3	1,172
	IHEs	
University of Colorado (funded 1985)	3	562
CA State U - Sacramento (funded 1986)	3	470
Florida International U (funded 1986)	6	715
University of Massachusetts	3	450
St. Augustine College	3	691
Georgia State U	1	235
El Paso Comm College	7	425
CA State U - Sacramento (refunded 1989)	5	294
Pima County Comm College	5	357
University of Illinois - Chicago	3	61
University of Colorado (refunded 1988)	3	731
Florida International U (refunded 1989)	7	500
Northern Marianas College	5	390
	NPOs	
IDRA (funded 1985)	5	426
Northwestern Ed Coop	6	522
The NETWORK, Inc.	18	250
Lao Fam Comm of MN Inc (funded 1986)	5	516
National Council of La Raza	13	600
IDRA (refunded 1988)	4	300
IKWAI (FORCE)	1	177
Spanish Education Center	1	250
Lao Fam Comm of MN Inc (refunded 1989)	3	300

Exhibit 5

Program Location by State

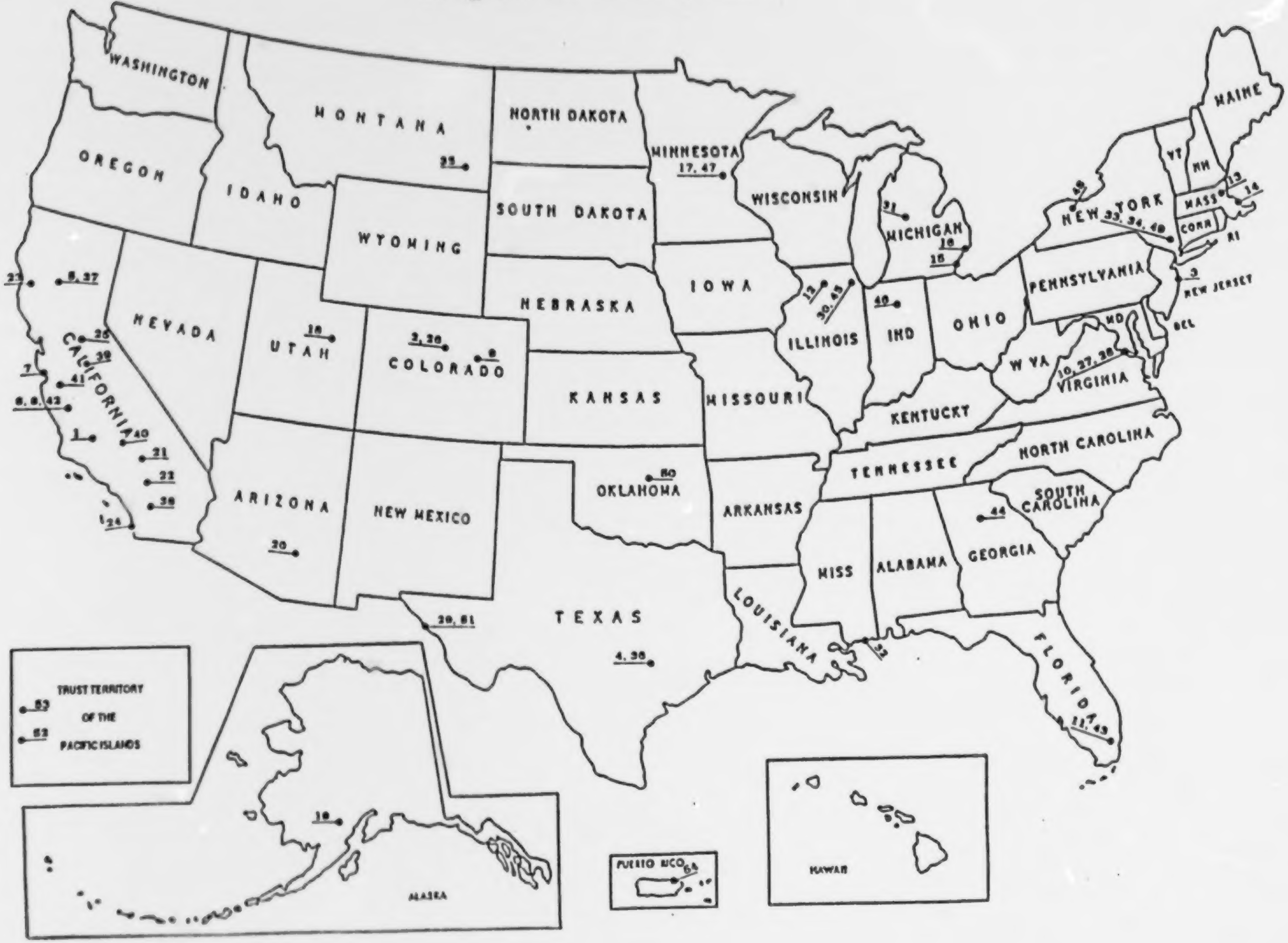

WASHINGTON
OREGON
IDAHO
MONTANA
25
NORTH DAKOTA
SOUTH DAKOTA
WYOMING
NEBRASKA
MINNESOTA
17, 47
WISCONSIN
MICHIGAN
31
16
15
IOWA
ILLINOIS
12
30, 45
IND
40
OHIO
PENNSYLVANIA
NEW YORK
48
33, 34, 49
MAINE
VT
NH
MASS
13
14
CONN
RI
3
NEW JERSEY
DEL
MD
W VA
VIRGINIA
10, 27, 28
KENTUCKY
TENNESSEE
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA
44
ALABAMA
MISS
LOUISIANA
22
FLORIDA
11, 43
ARKANSAS
MISSOURI
KANSAS
OKLAHOMA
50
TEXAS
29, 51
4, 36
NEW MEXICO
ARIZONA
20
COLORADO
2, 26
8
UTAH
18
NEVADA
CALIFORNIA
23
5, 37
25
39
7
41
6, 9, 42
1
40
21
22
38
24
TRUST TERRITORY OF THE PACIFIC ISLANDS
53
52
ALASKA
19
PUERTO RICO
54
HAWAII

Exhibit 5 (continued)

KEY

Number	Organization	City	State	Year Funded
1	Glendale Unified School District	Glendale	CA	1985
2	University of Colorado - Boulder	Boulder	CO	1985
3	Perth Amboy Board of Education	Perth Amboy	NJ	1985
4	Intercultural Development Research Associates	San Antonio	TX	1985
5	California State University - Sacramento	Sacramento	CA	1986
6	Gilroy Unified School District	Gilroy	CA	1986
7	San Francisco Unified School District	San Francisco	CA	1986
8	Santa Clara County Department of Education	San Jose	CA	1986
9	School District 1 - Denver	Denver	CO	1986
10	District of Columbia Public Schools	Washington	DC	1986
11	Florida International University	Miami	FL	1986
12	Northwestern Educational Cooperative	Arlington Heights	IL	1986
13	The NETWORK, Inc.	Andover	MA	1986
14	University of Massachusetts - Boston	Boston	MA	1986
15	Detroit School District	Detroit	MI	1986
16	Oak Park School District	Oak Park	MI	1986
17	Lao Family Community of MN, Inc.	St. Paul	MN	1986
18	Ute Indian Tribe	Fort Dushesne	UT	1986
19	Southwest Region Schools	Dilingham	AK	1988
20	Pima County Community College	Tucson	AZ	1988
21	Baldwin Park Unified School District	Baldwin Park	CA	1988
22	Centralia School District	Buena Park	CA	1988
23	Fremont Unified School District	Fremont	CA	1988
24	Solana Beach School District	Solana Beach	CA	1988
25	Stockton Unified School District	Stockton	CA	1988
26	University of Colorado - Boulder	Boulder	CO	1988
27	National Council of La Raza	Los Angeles	CA	1988
28	Spanish Educational Center	Washington	DC	1988
29	El Paso Community College	El Paso	TX	1988
30	St Augustine College	Chicago	IL	1988
31	Grand Rapids Public Schools	Grand Rapids	MI	1988
32	Biloxi Separate School District	Biloxi	MS	1988
33	New York City Board of Education, District 2	New York	NY	1988
34	New York City Board of Education, District 3	New York	NY	1988
35	Lame Deer Public School, District 6	Lame Deer	MT	1988
36	Intercultural Development Research Associates	San Antonio	TX	1988
37	California State University - Sacramento	Sacramento	CA	1989
38	La Mesa - Spring Valley School District	La Mesa	CA	1989
39	Parlier Unified School District	Parlier	CA	1989
40	Pasadena Unified School District	Pasadena	CA	1989
41	Ravenswood City School District	East Palo Alto	CA	1989
42	Santa Clara County Department of Education	San Jose	CA	1989
43	Florida International University	Miami	FL	1989
44	Georgia State University	Atlanta	GA	1989
45	University of Illinois - Chicago	Chicago	IL	1989
46	Fort Wayne Community Schools	Fort Wayne	IN	1989
47	Lao Family Community of MN, Inc.	St. Paul	MN	1989
48	BOCES Geneseo Migrant Center	Geneseo	NY	1989
49	New York City Board of Education, South Bronx HS	New York	NY	1989
50	IKWAI (FORCE)	Choctaw	OK	1989
51	Region XIX Education Service Center	El Paso	TX	1989
52	Northern Marianas College	Saipan	MP	1989
53	Palau Bureau of Education	Koror	Palau	1989
54	Puerto Rico Department of Education	Hato Rey	PR	1989

Fifty-one project directors provided information concerning the geographic area (cities, counties, townships, etc.) served by their projects. Twenty-two respondents (42 percent) reported serving multiple geographic areas, indicating that their program area consisted of any combination of school districts(s), a city, and/or county. Ten of the projects (19 percent) identified a school district as the geographic area served and an additional 14 project directors (27 percent) identified a city as the service area. Only three projects identified a county as the area served. An LEA invariably provided services within a school district, although the service area may have included a city or a county. An IHE service area generally consisted of a school district, a city, or county; an NPO service area generally consisted of a city, county, or a combination of both. Exhibit 6 provides information on the geographic area served by the FEL projects by agency.

Exhibit 6
Geographic Area Served

Areas Served	LEAs		IHEs		NPOs		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
School District	9	30.0%	2	15.4%	0	0.0%	11	21.2%
City	9	30.0	1	7.7	4	44.4	14	26.9
County	1	3.3	2	15.4	0	0.0	3	5.8
Multiple Areas	10	33.3	8	61.5	4	44.4	22	42.3
Other	0	0.0	0	0.0	1	11.2	1	1.9
N/A	1	3.3	0	0.0	0	0.0	1	1.9
TOTAL	30	100.0%	13	100.0%	9	100.0%	52	100.0%

Project Participants Served to Date

It should be pointed out that although some of the FEL projects had completed their three-year funding cycle, other projects were in their second or third funding years. Annual participant data are not available. Thus, the number of participants served to date should be considered in relationship to funding year. A total of 20,565 participants served to date were reported across the 52 projects. The numbers of participants served to date ranged from as few as 40 (Southwest Region School District) to 1,278 (Detroit Public School District). Exhibit 7 presents information on the number of participants served to date by range and number of projects. The average number of participants served per project was 395. Two LEAs reported having served over 1,000 participants: Detroit Public School District and BOCES Geneseo Migrant Center in New York. Thirty-nine Family English Literacy projects (75 percent) reported serving fewer than 500 participants to date. Exhibit 8 presents summary data on the numbers of participants served to date, by type of agency.

Exhibit 7
Number of Participants Served to Date

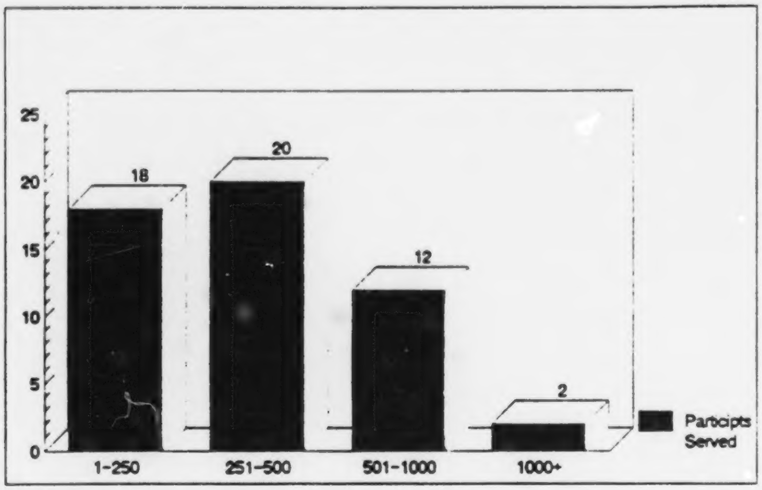


Exhibit 8
Number of Participants Served to Date by Agency

Agency	Participant Range				
	1 - 250	251 - 500	501 - 1000	1001+	TOTAL
LEA	13	10	5	2	30
IHE	2	7	4	0	13
NPO	3	3	3	0	9
TOTAL	18	20	12	2	52

Language Groups

Forty-three different language groups were served across the 52 reporting projects. This total represents the number currently receiving services or the number last reported by projects no longer receiving Title VII funding. A total of 11,268 participants were served. The Spanish-speaking population was the largest language group to receive services. Forty-two projects (81 percent) reported serving at least some Spanish-speaking participants. A total of 7,469 Spanish-speaking participants were served (66 percent of the total). Hmong speakers made up the second largest participating language group with 1,021 Hmong participants receiving services across eight projects. Arabic speakers were the third largest group with 827 participants (7 percent).

Ten project directors responded "other" (not identified) to the language groups served by their projects or a total of 876 participants. The number of participants listed under the "other" languages category ranged from one (California State University-Sacramento) to 280 (Palau Bureau of Education). Other language groups included: Amharic, Carolinian, Chamorro, English, Ethiopian, Filipino, French, Greek, Harari, Iranian, Khmer, Lao, Marshalese, Outer Island Yapese, Pakistani, Palauan, Polish, Ponapean, Romanian, Russian, Tigrinya, Trukese, and Urdu. Exhibit 9 provides a listing of the language groups served by number of projects and numbers of participants served.

Current Project Participants

Fifty-two (52) project directors provided data on project participation by the following categories:

- mothers participating alone;
- fathers participating alone;
- both parents;
- other adult family members, and
- out-of-school youth.

Forty-four of the projects (85 percent) reported serving mothers participating alone. A total of 4,384 mothers were currently participating. The number of mothers participating alone ranged from 11 (Lame Deer Public School) to 800 (Perth Amboy Board of Education). An average of 100 mothers participated in projects without their husbands or other family members.

Fourteen of the 52 projects (27 percent) reported a total of 934 fathers participating alone in project activities. The number of fathers participating alone ranged from one (Gilroy Unified School District) to 100 (National Council of La Raza and California State University). The average number of fathers participating alone was 23.

Exhibit 9
Number of Participants Served by Language

Language	Number of Projects	Number of Participants
Spanish	42	7,469
Hmong	8	1,021
Arabic	5	837
Vietnamese	17	260
Chinese (Mandarin)	12	152
Haitian Creole	7	134
Laotian	8	133
Kickapoo	2	102
Cambodian	6	97
Chinese (Cantonese)	4	43
Korean	8	42
Farsi	5	27
Yaqui	2	22
Yupik	2	21
Tagalog	3	10
Samoan	2	7
Tongan	2	6
Algonquin	2	5
Armenian	1	2
Northern Cheyenne	2	2
Other	10	876
Total	**150**	**11,268**

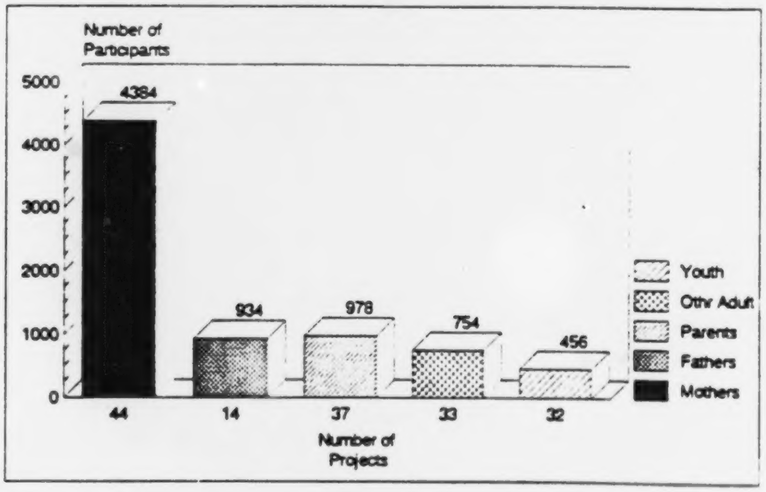
A number of the Family English Literacy projects served both parents in the instructional program. A total of 37 projects (71 percent) provided services for at least some sets of parents. The number of both parents participating in an FEL project ranged from one set of parents (Intercultural Development and Research Association) to 230 (Parlier Unified School District). Other projects serving substantial numbers of mothers and fathers of children in Title VII programs were: Perth Amboy Board of Education (200) and Florida International University (214).

A total of 33 projects (63 percent) reported project participation by other adult family members. The number of other adult family members participating ranged from one (New York City Board of Education #2) to 147 (Puerto Rico Department of Education). An average of 23 other adult family members were served by the FEL programs.

Thirty-two of the projects (62 percent) reported serving a total of 450 out-of-school youth. The number of out-of-school youth participating ranged from one (IDRA and New York City Board of Education, South Bronx High School) to 223 (Stockton School District). The average number of out-of-school youth participants by projects was 14. Other projects serving substantial numbers of out-of-school youth were: California State University/Sacramento (40), Fort Wayne Community Schools (40), University of Colorado-Boulder (25), and Stockton Unified School District (36).

Mothers were five times more likely to participate alone than fathers or both parents. In projects where the father was participating alone the numbers per project were relatively high, averaging 67 fathers per project. Out-of-school youth was the category least represented across projects. Exhibit 10 provides data on the number of participants by category and by number of projects reporting.

Exhibit 10
Number of Participants by Category



Parent/Child Activities

The majority of family literacy programs include a component in which parents and children engage in activities together. Although this was not a requirement in the FEL Program, the majority of projects made efforts to provide family activities. Forty-three project directors (83 percent) indicated including specific parent/child activities as part of their project focus. Forty-seven project directors (90 percent) indicated involving children in project activities. Fourteen of the responding projects (30 percent) indicated that all families involved their children in project activities. Twenty-two directors (47 percent) indicated that most families involved their children in project activities. Eleven (23 percent) said that few families involved their children in project activities. An additional five projects indicated either that no children were involved in project activities or did not respond.

Exhibit 11 provides data on the number of families involving children in project activities by total projects and by type of agency. A higher percent of projects based at IHEs (77 percent) reported all or most of the families involving children in project activities than was true of LEAs (70 percent) and NPOs (55.3 percent). One LEA and one NPO-based project reported none of the families involving children in project activities.

Exhibit 11
Families Involving Children in Project Activities

Families Involving Children	Agency	Number of Projects	Percent of Projects
All	LEAs (30)	6	20.0%
	IHEs (13)	4	30.8
	NPOs (9)	4	44.4
	Total (52)	14	
Most	LEAs	15	50.0%
	IHEs	6	46.2
	NPOs	1	11.1
	Total	22	
Few	LEAs	5	16.7%
	IHEs	3	23.0
	NPOs	3	33.4
	Total	11	
None	LEAs	1	3.3%
	IHEs	0	0.0
	NPOs	1	11.1
	Total	2	
N/A	LEAs	3	10.0%
	IHEs	0	0.0
	NPOs	0	0.0
	Total	3	

All of the 15 project directors interviewed as part of the on-site visit provided descriptive information on the opportunities for parents and children to work together. Structured parent/child activities were included across projects administered by all three types of providers. The Georgia State University project staff met weekly to plan and coordinate activities for parents and children. An activity was introduced in each class by the teacher. Parents and children then conducted the activity, which was followed by class discussion and evaluation of the activity. Parents read to their children, developed family stories, and went on family field trips. The University of Colorado-Boulder developed model lessons focusing on themes that parents could use with their children. Project families took field trips, visited museums, attended theater performances, and visited a health center which provided information on AIDS, drugs, and teen pregnancies. Parent/child activities at Florida International University occurred during the last half hour of the class session and focused on themes familiar to the children. Families enrolled in the Pima County Community College participated in cultural activities. The University of Illinois-Chicago staff modeled story telling, calling attention to important features of a story, and engaged in other activities such as developing a family tree.

Structured parent/child activities were also part of local education agency projects. Parents and children read children's books together in the Santa Clara County Department of Education project, and wrote illustrated stories, and engaged in other activities related to their reading. Families in the Pasadena School District project went on field trips and then discussed the trip and wrote stories about their experiences. Parents and children in the evening classes engaged in family activities; the morning classes provided child care and instruction for parents. The District 2 project staff in New York City arranged field trips for families, "read together" activities, art projects, and cooking activities. The BOCES Geneseo Migrant Center staff designed family activities for each of its sites; the activities focused on reading and listening and included family games.

Non-profit organizations also included family activities in their projects. Families enrolled in the Lao Family Community of Minnesota, Inc. project visited museums, took field trips, and celebrated cultural ethnic events. The video series for parents developed by IDRA included activities for parents and children which were augmented with illustrated steps for the parents to follow initiating independent activities at home. The IKWAI/FORCE project arranged field trips for participants, including a visit to an historical society, shopping malls, health facilities, and parks. Exhibit 12 presents data on the various instructional activities provided across projects by type of agency. LEA, IHE, and NPO-based projects reported utilizing multiple levels of instruction in a majority of the project sites. Both native language and English language instruction was used in a greater percent of LEA (80 percent) and IHE (71.4 percent) projects than was true of NPO-based projects (38.3 percent).

Exhibit 12

Project Instructional Activities

Instructional Activities	Agency	Projects Utilizing	
		Number	Percent
Multiple Levels of Instruction	LEAs (30)	4	13.3%
	IHEs (13)	6	46.2
	NPOs (9)	2	22.2
	TOTAL (52)	12	
Native Language Instruction	LEAs	1	3.3%
	IHEs	0	0.0
	NPOs	0	0.0
	TOTAL	1	
English Instruction	LEAs	0	0.0%
	IHEs	1	7.7
	NPOs	1	11.1
	TOTAL	2	
Both Native Language and English Instruction	LEAs	4	13.3%
	IHEs	5	38.5
	NPOs	1	11.1
	TOTAL	10	
Parent/Child Activities	LEAs	4	13.3%
	IHEs	6	46.2
	NPOs	2	22.2
	TOTAL	12	

Social Events

Most projects included social events for participants' families. Exhibit 13 provides a breakdown of family events described by project directors. Families of project participants were actively involved in a series of activities which appeared to be an important component in the majority of projects. Forty-four project directors (85 percent) indicated that they included social events for participants' families and/or project staff as part of the curriculum. Only seven project directors reported that they did not provide family social activities.

Nineteen projects (36 percent) observed holidays with a social event--a party or a potluck luncheon or dinner. The holidays included not only those customarily celebrated in the US such as Thanksgiving, Christmas, Valentine's Day, and Mother's Day, but also ethnic holidays such as Chinese New Year or "Cinco de Mayo" (May 5). Projects generally held a "graduation" or end of year/term celebration. Participants and staff often brought food for the ceremony.

Other social events cited by the director included field trips, picnics, open house, ethnic fairs, cultural events, conferences, library events, dances, video shows, and parties. Exhibit 13 lists the various social events provided by the projects as part of the curriculum by type of activity and frequency of occurrence.

Exhibit 13
Type of Social Events Provided

Activity	Frequency				TOTAL
	1-2 per year	3-4 per year	5-6 per year	Monthly	
	Number of Projects				
Field Trips	1	9	1	2	**13**
Holidays	19	1			**20**
End of Year/Term	13				**13**
Picnics	4	2			**6**
Open House	4				**4**
Ethnic Fair	2				**2**
Potlucks	1	6	2		**9**
Baby Showers		1			**1**
Cultural Events	1	1	2		**4**
Game Nights		1			**1**
Literacy Fairs	1	1			**2**
Class Parties	1	3		1	**5**
Videos	1				**1**
Dances		1			**1**
Family Nights	1	1			**2**
Library		1			**1**
Conferences	1	3			**4**

2. RECRUITMENT AND RETENTION

Parents and immediate family members of children enrolled in bilingual education programs are given preference for participation in FEL projects as authorized by the Bilingual Education Act. Project directors used a variety of techniques to identify and recruit participants. This section provides information on the recruitment techniques perceived to be most successful, with a corresponding breakdown by major language groups. It also describes the selection criteria used to determine project participation and how projects prioritize these criteria.

Selection Criteria

Project directors established criteria to decide which language group(s) to serve as well as to determine participant eligibility during the project design stage. Directors also set priorities for participant selection and identified and implemented a variety of recruitment tactics to attract participants.

In order to determine which language groups should be served, project directors often cited multiple factors. Forty-six (88 percent) decided to serve the dominant language groups in their area. Twenty-three project directors (44 percent) used demographics to identify the largest language minority group(s) in the community. For example, the University of Massachusetts-Boston selection criterion was "determined on a site-by-site basis according to populations served at each site; one site was entirely Hispanic; others were mixed language groups." Ten of the projects (19 percent) selected language groups to be served on the basis of the native language of the children enrolled in local bilingual education programs.

A number of non-profit organizations conducting FEL projects were established to serve a particular ethnic or language group(s). For example, The National Council of La Raza and the Spanish Education Development Center serve Spanish-speaking target groups. IKWAI/ FORCE was organized to serve members of the Kickapoo tribe exclusively. The Lao Family Community of Minnesota, Inc. serves Hmong speakers. IDRA provides services to Spanish speakers, the largest language minority group in the San Antonio area. Participant selection criteria were therefore often guided by overall agency purpose.

California State University-Sacramento conducted an assessment to determine the population in greatest need of project services. St. Augustine College, a predominantly Hispanic junior college in Chicago, served a population with a documented need for family literacy and first and second language development. Florida International University relied on county demographic data regarding the limited-English-proficient population to determine the language groups to be served. The University of Illinois-Chicago based its decision to serve Spanish speakers on research findings relating to (poor) school progress of Hispanic children and the proximity of the campus to Hispanic neighborhoods. The South Bronx High School Project in New York City targeted the Spanish-speaking parents of students in the bilingual education program. The Parlier Unified School District indicated "it was easy to choose the dominant language of Spanish" because the school district primarily serves a Spanish-speaking student population.

Other organizations chose to maintain an open entry policy. Grand Rapids Public Schools, for example, offered open enrollment with no restrictions on language backgrounds, reflecting the diverse language population residing in the city. This project subsequently reported serving seven language groups. The Fort Wayne Community Schools' open entry-open exit project also served multiple language groups residing in the project geographic service area. The BOCES Geneseo Migrant Center served all migrant farm workers in the area.

Fifty (50) project directors (96 percent) provided data concerning the prioritization of participant selection. Projects based participant selection on a number of criteria. Although criteria for selecting participants varied by project, primary consideration was given to parents and family members of children enrolled in Title VII bilingual education programs. Parents of children in bilingual education programs were given first priority by 41 projects (79 percent). Eight projects based their selection priorities on "people with the greatest need." Two projects, the Lao Family Community of Minnesota, Inc. and the Gilroy Unified School District, subscribed to a "first come, first served" philosophy. IDRA reported giving priority to: (1) parents of a child in a Title VII bilingual program; (2) parents of a child in a state-funded bilingual program; (3) parents of a child in a local bilingual program, and (4) parents in the community. Georgia State University gave preference to parents of children who received free or reduced school lunches. The BOCES Geneseo Migrant Center gave priority to what they termed the "true interstate migrant."

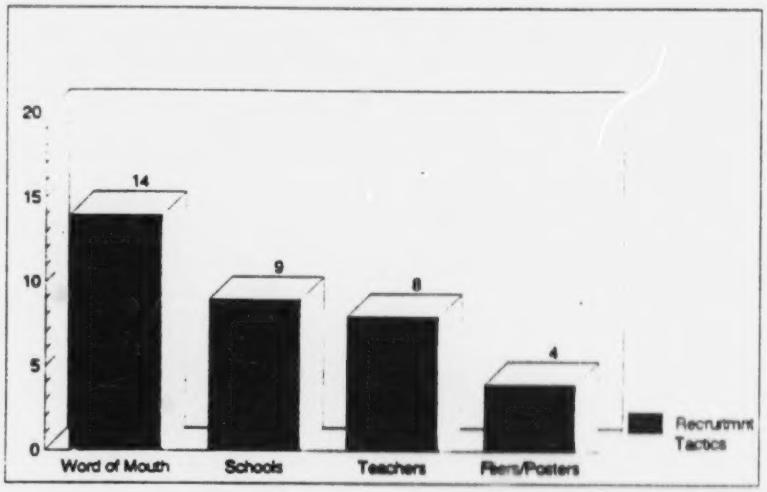
Recruitment Tactics

Recruitment and retention are cited as essential elements of success for family literacy projects. Fifty-one projects (98 percent) provided data on the recruitment tactics used to attract participants along with information concerning the effectiveness of each tactic, by language group. Participants were recruited to the projects through a variety of techniques including:

- word of mouth;
- schools;
- teachers;
- churches;
- community organizations;
- presentations;
- fliers or posters, and
- other.

Exhibit 14 presents the four recruitment tactics considered by project directors to be the most effective: word of mouth, schools, teachers, and fliers/posters. Recruitment strategies varied in terms of effectiveness depending on the language group targeted. Word of mouth was the preferred recruitment tactic among those programs focusing on Spanish, Vietnamese, Hmong, Yupik, and Armenian-speaking populations. Information disseminated through the schools and teachers was also often cited as an effective recruitment technique. Recruitment strategies that were least often cited as effective included door to door surveys, radio and television, letters, information provided at churches, and mass mailings followed up with phone calls. Exhibit 15 lists the top three recruitment tactics used with each language group identified.

Exhibit 14
Top Four Recruitment Tactics



Waiting Lists

A number of project directors stated that they were unable to serve all eligible participants who wished to enroll and consequently maintained project waiting lists. Fifteen directors (29 percent) indicated that they maintained a list of individuals waiting to participate in project activities. Thirty-six project directors (69 percent) stated that they had no waiting list for enrollment. One project director did not respond to the question.

Of the 15 project directors indicating the existence of a project waiting list, eight (53 percent) stated that the waiting list contained the names of more than 25 individuals. The largest number of individuals on a waiting list was 450, reported by the Parlier Unified School District. The average number of individuals on a waiting list was 55. Thirteen (13) project directors provided data on the number of months people remained on the waiting list. The waiting list time ranged from one month (four projects) to 24 months (University of California-Sacramento). The average wait to enroll in a project with a waiting list was four months.

Exhibit 15
Recruitment Tactics Ranked by Language

Tactic	Spanish	Chinese	Vietnamese	Hmong	Cambodian	Haitian Creole	Khmer	Arabic/Chaldean	Yupik	North Cheyenne	Palauan	Chamorro	Carolinian	Yaqui	Laotian	Armenian	English
Word of Mouth	1	3	1	1	3		3	3	1	1		3	3	3	2	1	
Teachers				2					2		2	2	2	2	3		2
Schools	2	1				1		1			3	1	1	1		2	
Presentations	3				1						1						
Community Organ.			3				1										1
Door to Door Survey				3													
Radio/TV																	3
All Comm. Liaison							2								1		
Fliers/Posters		2			2				3	2							
Parents Recruit			2														
Letters						2											
Churches						3											
Mailings/Phone								2									
Students/Calendars										3							
Other, Not Specified																3	

Attendance Requirements

In order to examine project operation and effectiveness, it is essential to gather information on participants' attendance patterns, mobility factors, and other factors that may contribute to participants' ability to remain in the project and benefit from its instruction. Attendance requirements varied across projects, but the requirements were generally intended to be inclusive rather than exclusive. Project directors were keenly aware that they were serving a non-traditional student population and reflected this understanding in developing and implementing their respective attendance policies.

Forty-three directors (82 percent) provided data on participant program attendance requirements. Nine (20 percent) indicated an open entry-open exit policy; twenty-five (58 percent) said that regular attendance was specified; nine directors said there were no attendance requirements specified, and the remaining nine directors (20 percent) did not respond to this question.

Participants in a number of projects were allowed a specific number of absences; in some projects 75 or 80 percent attendance was required. Santa Clara County Department of Education, South Bronx High School, District 2 in New York City, and the Spanish Education Development Center (a home-based program) had no stated attendance requirements. The California State University-Sacramento project dropped students who were absent for more than five consecutive classes but allowed them to re-register if they returned to class. Region XIX Education Service Center allowed participants to miss no more than three days without requiring a signed absence form upon their return to class. The absence form was approved as an excused absence only in extreme cases. Gilroy Unified School District allowed only three approved absences per quarter. The Lao Family Community permitted five unexcused absences during each 11-week term. If participants were absent for one week in the San Francisco Unified School District project, staff made a follow-up call and determined if participants could continue. Participants in the Palau project were allowed only two absences. The University of Massachusetts-Boston project required 75 percent attendance by participants. The National Council of La Raza specified 80 percent attendance in a participant agreement signed at program enrollment. The Grand Rapids Public Schools strongly encouraged students to maintain an 80 percent attendance record with attendance closely monitored. Projects not having mandatory attendance requirements nonetheless encouraged regular attendance. Although the St. Augustine College project was described as open entry - open exit, students who entered and left the program twice were not re-enrolled. Students not attending class after receiving two calls from a project counselor were replaced by applicants on the waiting list. Attendance policies were usually more lenient if all or most of the participants worked. Employed students were encouraged to attend the four classes per week program as frequently as possible at the University of Colorado-Boulder and to inform staff of mitigating circumstances that prevented attendance. Participants in the BOCES Geneseo Migrant Center were also encouraged to attend class four nights each week after working in the field all day. This project shared the outreach philosophy of the University of Colorado-Boulder, encouraging attendance but maintaining flexibility.

Participant Attendance and Attrition

Participant Attendance

Participant attendance and attrition are ongoing problems among family literacy programs. Project directors identified a series of problems that affected participant project attendance, which included:

- transportation problems;
- day-care problems;
- job-related problems;
- lack of interest, and
- financial problems.

All 52 project directors provided information on the factors contributing to poor participant attendance. Many directors cited multiple attendance factors, and numbers will therefore exceed 100 percent.

- Of those projects reporting an absentee range of over 31 percent, only 11.1 percent of participants reportedly cited transportation problems as a major cause of poor attendance.

- Of those projects reporting an absentee range of over 31 percent, 14.8 percent of the participants reportedly cited day-care problems as a major cause of poor attendance.

- Of those projects reporting an absentee range of over 31 percent, directors reported that participants cited job-related problems as a major factor contributing to poor attendance.

- Of those projects reporting an absentee range of over 31 percent, only 1.9 percent of the participants reportedly cited lack of interest as contributing to poor attendance.

- Of those projects reporting an absentee range of over 31 percent, 5.6 percent of the participants reportedly cited money problems as contributing to poor attendance.

The primary factors inhibiting attendance centered on job problems, transportation problems, and day-care problems. There were no differences related to factors inhibiting attendance among types of agencies. Exhibit 16 lists the factors contributing to poor attendance by range of attendance and percent of participants citing the listed factors.

Exhibit 16
Factors Contributing to Poor Attendance

Factors	Low Attendance Range			
	0 - 10%	11 - 30%	31 - 60%	61%+
	Percent Cited for Low Attendance			
Transporation Problems	64.8%	24.1%	11.1%	0.0%
Day-care Problems	64.8	20.4	14.8	0.0
Job Related	42.6	22.2	20.4	14.8
Money Problems	81.5	13.0	3.7	1.9
Lost Interest	85.2	13.0	1.9	0.0

Participant Attrition

Directors were asked to provide information on participant attrition. Fourteen (14) directors (27 percent) did not provide dropout data. Of the 36 directors providing data relative to participant dropout, eight described attrition as ranging from 5 percent to 20 percent. Twelve directors said that attrition was between 21 and 30 percent. Another 12 projects reported attrition between 31 and 40 percent. Three projects said that participant dropout was between 41 and 50 percent, and one project reported a dropout rate of 60 percent attrition (Centralia School District, California). On the whole attrition averaged 22 percent. Exhibit 17 presents data on attrition by number of projects and type of agency. Attrition did not differ significantly across programs by type of agency, although none of the NPO-based projects indicated having a greater than 50 percent participant dropout and a larger percent of NPOs (55.6 percent) reported attrition of 20 percent or less than was true of LEA (40.0 percent) or IHE (38.5 percent) based projects.

Most directors (75 percent) made an effort to follow up on students who prematurely left the program as well as those that completed it. Students completing or otherwise leaving the project were generally contacted by telephone or mail at various times throughout the year as part of a follow-up effort. Thirty-nine directors (75 percent) indicated that their project followed up on students who had dropped out of the project. Eleven directors (21 percent) said they did not follow up on drop-outs.

Follow-up was difficult in many projects because of the mobility of the population. Participants in some sites did not have telephones. Families sometimes moved without informing staff of their impending departure or leaving forwarding addresses and new telephone numbers.

Only eight projects (15 percent) attempted to follow up on participants by telephone. Teachers at each site in the California State University-Sacramento project followed up the adults who left their classes. Project staff occasionally maintained contacts with adults who completed the FEL project and enrolled in adult education classes or a community college. Some projects used creative approaches to follow up students. The Fort Wayne Community Schools maintained contact with former participants by inviting them to project social events. Florida International University surveyed teachers of former participants' children to see if the parents had contacted them.

Exhibit 17
Participant Attrition

Dropout Range by Percent	Agency	Number of Projects	Percent of Projects
0 - 20%*	LEAs (30)	12	40.0%
	IHEs (13)	5	38.5
	NPOs (9)	5	55.6
	TOTAL (52)	22	
21 - 30%	LEAs	9	30.0%
	IHEs	2	15.4
	NPOs	1	11.2
	TOTAL	12	
31 - 40%	LEAs	6	20.0%
	IHEs	4	30.8
	NPOs	2	22.2
	TOTAL	12	
41 - 50%	LEAs	1	3.3%
	IHEs	1	7.7
	NPOs	1	11.1
	TOTAL	3	
51%+	LEAs	2	6.7%
	IHEs	1	7.7
	NPOs	0	0.0
	TOTAL	3	

*The minimum dropout rate reported was 5 percent. Fourteen project directors did not provide dropout rate data.

Among project directors who indicated that they followed up on former participants, most asked reasons related to participants' decision to drop out of the FEL project. Reasons for participant dropout included:

- moving;
- transportation problems;
- day-care problems;
- job-related problems;
- lack of interest, and
- financial problems.

Fifty-two project directors provided data on participants' reasons for dropping out. On average, directors of projects with dropout rates of over 10 percent reported that:

- 37 percent of the participants reportedly indicated that moving was a primary factor affecting their decision to drop out.

- Transportation problems were reportedly cited as a reason for dropping out by only 11 percent of participants.

- Day-care problems were reportedly cited as a reason for dropping out by only 11 percent of the participants.

- 43 percent of the participants reportedly indicated that job-related problems contributed to their decision to drop out.

- Only 3.7 percent of the participants reportedly cited money problems as a major contributing factor leading to their dropout decision.

- Lost interest was reportedly cited as a reason for dropping out by only 7.4 percent of the participants.

- Less than 13 percent of the participants from projects reporting a drop-out rate of over 10 percent cited unknown factors as a reason for dropping out.

- Less than 20 percent (18.5 percent) of the participants from those projects reporting a dropout rate of 10 percent or greater reportedly cited other factors as a reason for making the dropout decision.

"Other" reasons cited by directors for dropping out of the FEL program included lack of spousal support or approval, a factor closely related to the cultural milieu of the participant. Some participants had health problems -- their own or illness of a family member. Parents who needed child care were prevented from attending classes if the care giver was unable to care for the child. Other reasons cited included transfer to another educational program, National Guard assignments, pregnancy, family obligations, and family problems including drug and child abuse. Reasons cited by project directors for participant dropout are listed in Exhibit 18. There were no differences in terms of reasons cited for dropping out by type of agency.

Exhibit 18
Reasons Cited for Attrition

Reasons Cited	Dropout Range			
	0 - 10%	11 - 30%	31 - 60%	61%+
	Percent Cited for Drop-out			
Moved	63.0%	20.4%	5.6%	11.1%
Transporation Problems	88.9	11.1	0.0	0.0
Day-care Problems	88.9	3.7	7.4	0.0
Job-Related	57.4	25.9	11.1	5.6
Money Problems	96.3	3.7	0.0	0.0
Lost Interest	92.6	5.6	1.9	0.0
Not Known	87.0	11.1	1.9	0.0
Other	81.5	13.0	1.9	3.7

Directors interviewed during the 15 site visits were asked if attrition rates were higher for a particular language group. Four multilingual projects (New York City Board of Education District 2, California State University/Sacramento, Santa Clara County Office of Education, and Florida International University) reported that Spanish speakers had higher attrition rates than the other language groups served by the project. In some cases, unusual situations caused higher attrition rates. For example, Cambodian family units participating in the multilingual Georgia State University project left the Atlanta area during the winter of 1991 due to violence in the Cambodian community, but returned to classes in April 1991.

Project directors reported a total of 9,479 participants completing the FEL projects. Exhibit 19 lists the number of participants served to date, the number of participants completing the project, and the dropout rate. Data is provided by initial funding year and project name.

Exhibit 19
Participants Served to Date

Year Funded	Organization	Number Served	Number Completed	Dropout Rate
1985	Perth Amboy Board of Education	1,000+	1,000+	40%
	University of Colorado - Boulder	562	OPEN	33%
	Intercultural Development Research Associates	426	10	50%
	Glendale Unified School District	N/A	N/A	N/A
1986	Detroit School District	1,278	1,278	20%
	School District 1 - Denver	786	479	30%
	Florida International University	715	550	26-38%
	San Francisco Unified School District	560	N/A	40%
	Northwestern Educational Cooperative	522	522	26%
	Lao Family Community of MN, Inc.	516	516	N/A
	Santa Clara County Department of Education	500	N/A	N/A
	California State University - Sacramento	470	470	24%
	University of Massachusetts - Boston	450	400	N/A
	Oak Park School District	275	275	21%
	The NETWORK, Inc.	250	N/A	N/A
	District of Columbia Public Schools	172	172	40%
	Gilroy Unified School District	120	0	10%
	Ute Indian Tribe	N/A	N/A	N/A
1988	University of Colorado - Boulder	731	N/A	N/A
	St. Augustine College	691	422	35%
	National Council of La Raza	600	N/A	N/A
	El Paso Community College	425	N/A	40%
	Biloxi Separate School District	415	284	40%
	Stockton Unified School District	365	150	25%
	Pima County Community College	357	138	N/A
	Baldwin Park Unified School District	356	208	33%
	Grand Rapids Public Schools	350	242	25%
	Centralia School District	342	0	60%
	Intercultural Development Research Associates	300	200	40%
	Spanish Educational Center	250	N/A	N/A
	Fremont Unified School District	206	62	30%
	New York City Board of Education, District 2	200	N/A	60%
	New York City Board of Education, District 3	89	0	7%
	Lame Deer Public School, District 6	82	N/A	N/A
	Southwest Region Schools	40	0	N/A
	Solana Beach School District	N/A	200	N/A
1989	BOCES Geneseo Migrant Center	1,172	N/A	N/A
	Pasadena Unified School District	675	2	40%
	Ravenswood City School District	575	520	25-30%
	Florida International University	500	125	49-54%
	Northern Marianas College	390	N/A	6%
	California State University - Sacramento	294	0	45%
	Parlier Unified School District	292	0	30%
	Palau Bureau of Education	280	280	5%
	Fort Wayne Community Schools	270	135	N/A
	Santa Clara County Department of Education	261	26	44%
	Puerto Rico Department of Education	250	150	0%
	Georgia State University	235	93	10%
	New York City Board of Education, South Bronx HS	183	0	25%
	IKWAI (FORCE)	177	0	35%
	Region XIX Education Service Center	153	140	25%
	University of Illinois - Chicago	105	113	40%
	Lao Family Community of MN, Inc	300	300	12%
	La Mesa - Spring Valley School District	58	17	N/A

Participant Referral

The training received through an FEL project is considered a first step for many participants to acquiring higher educational opportunities or better jobs. All projects (100 percent) provided some referral assistance, referring project participants to other educational programs or institutions, to health and welfare agencies, and to employment offices. The largest numbers of referrals were made to GED preparation and testing agencies, followed by welfare and health agencies.

The Detroit School District, the Centralia School District, and the Fort Wayne Community Schools referred participants to community colleges or other post secondary programs. The BOCES Geneseo Migrant Center referred participants to legal services, immigration services, and church groups. The University of Colorado-Boulder attempted to reinvolve youth in formal schooling by referring them to public schools or the College Assistance Migrant Program. Georgia State University referred adult students to the Georgia Mutual Assistance Association Consortium for Community Services.

The National Council of La Raza, Inc. referred project participants to other programs operated by local La Raza groups depending on the needs and interests of the students. IKWAI referred families to tribal agencies and the Indian Health Service. Exhibit 20 lists the referral agencies and the number of projects referring participants to each reporting by total projects and type of agency. As indicated earlier, the largest number of referrals by all projects regardless of type of agency was to GED preparatory classes. IHE-based projects reported more employment references than did projects based at LEAs or NPOs. More LEA-based projects referred clients to adult education agencies than did projects at IHEs and NPOs.

Exhibit 20
Participant Agency Referral

Referral Services	Agency	Number of Projects Referred	Percent of Projects
GED Preparatory Classes	LEAs (30)	19	63.3%
	IHEs (13)	10	77.0
	NPOs (9)	7	77.8
	Total (52)	36	
Welfare Agencies	LEAs	16	53.3%
	IHEs	8	61.5
	NPOs	6	66.7
	Total	30	
Health Agencies	LEAs	16	53.3%
	IHEs	8	61.5
	NPOs	6	66.7
	Total	30	
Adult Education	LEAs	4	13.3%
	IHEs	1	7.7
	NPOs	2	22.2
	Total	7	
Employment Referral	LEAs	1	3.3%
	IHEs	2	15.4
	NPOs	0	0.0
	Total	3	
Other	LEAs	1	3.3%
	IHEs	1	7.7
	NPOs	1	11.1
	Total	3	

3. STAFF

Staffing for FEL projects included key personnel positions such as project director, instructors, aides, counselors, curriculum coordinators, and community liaisons. Some projects received staff through in-kind contributions from a local school district, non-profit organization, or college. Information concerning staffing provides essential information on the project's operations as well as a focus to examine the scope of the project's instructional activities. Information was also gathered on staff training, and staff development activities, as well as the special attributes considered important for staff members.

Forty-eight of the project directors provided data on the percent of teachers, aides, and support staff who were bilingual. Twenty-three projects (44 percent) reported that all project teaching staff were bilingual. The percent of bilingual teachers by project ranged from 20 percent (three projects) to 100 percent (23 projects).

Projects generally hired aides and support staff who were bilingual in at least one of the languages served. Thirty-seven of the projects (71 percent) indicated that their teacher aides and support staff were bilingual. The number of bilingual aides and support staff ranged from 33 percent (University of Massachusetts-Boston) to 100 percent (37 projects).

Although project directors preferred to hire teachers who were bilingual in English and the participants' native language, this was not always possible. Some projects served speakers of many languages with few participants in any one language group. In other cases directors were simply unable to find bilingual teachers. If teachers did not speak the participants' language, directors relied heavily on bilingual aides or a community liaison to assist in maintaining communication. Projects serving two or more language groups tried to employ a bilingual aide for each language group. The aides often provided significant assistance. For example, the Georgia State University project hired a community liaison for each language group served and provided assistance including recruitment, translation for participants enrolling in a project, assistance in explaining the culture of the school to LEP parents, and explaining cultural traditions of the participants to project staff.

Exhibit 21 presents data on the range of bilingual teachers, teacher aides, and support staff by project and type of agency. As reported, twenty-three projects (44 percent) indicated that 100 percent of the teachers were bilingual and 38 projects (73 percent) responded that 100 percent of their teacher aides and staff were bilingual. LEAs reported the highest percent of bilingual teachers and staff. Sixteen projects (57 percent) reported that 91-100 percent of their teachers were bilingual. Twenty-three (79 percent) reported that 91-100 percent of their staff were bilingual.

Exhibit 21
Percent of Bilingual Teachers/Staff

Percent Bilingual Teachers	Number of Projects			Percent Bilingual Staff	Number of Projects		
	LEAs	IHEs	NPOs		LEAs	IHEs	NPOs
0-19%	0	0	0	0-19%	0	0	0
20-30%	2	2	1	20-30%	0	0	0
31-40%	0	1	0	31-40%	4	0	0
41-50%	2	0	0	41-50%	1	0	0
51-60%	3	0	1	51-60%	0	0	0
61-70%	0	1	1	61-70%	0	1	1
71-80%	3	0	1	71-80%	1	0	0
81-90%	1	1	1	81-90%	0	2	0
91-100%	16	7	4	91-100%	23	9	7
TOTAL	27	12	9	TOTAL	29	12	8

Staff Training

Project directors were asked to indicate the number of days of in-service training provided for staff. Because projects were at different stages of the three-year funding period, the number of responses varied for year one, year two, and year three. Forty-six project directors (88 percent) provided data on the number of days of in-service training provided to instructional staff. The number of days provided ranged from one day (three projects) to 120 days (Palau Bureau of Education). Thirty-seven projects reported 10 or fewer days of in-service training. The average number of in-service days provided during the first year was 13.

The number of days of in-service training provided by the 44 project directors reporting on the second year ranged from two days (five projects) to 120 days (Palau Bureau of Education). Thirty-five (35) projects reported 10 or fewer days of training during the second funding year. The average number of days of in-service training for instructional staff during the second year was 11.

Thirty-three of the project directors reported on in-service training provided for instructional staff during the third year of the project. The number of days of in-service training ranged from one day (three projects) to 120 days (Palau Bureau of Education). Thirty project directors (57 percent) reported that they provided five or fewer days of training. The average number of days of in-service training for instructional staff during the third year was nine.

Some directors considered in-service training to be ongoing throughout the year because of time spent on staff meetings, material review, problem solving, general discussions, and individual meetings. For example, the IKWAI Project, serving the Kickapoo Tribe, reported 100 days of in-service training during the first year of the project. Region XIX in El Paso, Texas reported 50 days of in-service the first year and 44 days of in-service the following year. The majority of projects, regardless of agency affiliation, provided less than 10 days of in-service training per year. Exhibit 22 graphically describes the range of in-service days provided by the various projects by type of agency across the three-year funding period.

Exhibit 22
Days of In-service Training Provided

Days of In-service	Number of Projects			Number of Projects			Number of Projects		
	Year 1			Year 2			Year 3		
	LEAs	IHEs	NPOs	LEAs	IHEs	NPOs	LEAs	IHEs	NPOs
1 -10	20	11	6	19	11	5	16	9	5
11 - 40	4	1	0	4	1	1	1	1	0
41 - 80	1	1	0	1	0	0	0	0	0
81 - 100	0	0	1	0	0	0	0	0	0
101+	1	0	0	1	0	0	1	0	0

Staff in-service training was provided through a variety of activities. Twenty-five project directors (48 percent) indicated providing staff activities through a combination of the following:

- workshops;
- curriculum development;
- materials development, and
- lectures.

Thirty-eight of the project directors (73 percent) reported offering a total of 183 workshops for staff development. The number of workshops per project ranged from one (three projects) to 39 (Denver Public Schools). Twenty-nine project directors (55 percent) reported providing 10 or fewer workshops. An average of eight workshops was provided across the projects.

Twenty-four of the project directors (46 percent) reported providing curriculum development activities as part of their staff development effort. A total of 170 curriculum development activities were reported. The number of curriculum development activities per project ranged from one (three projects) to 52 (Denver Public Schools). Twenty-one (21) project directors (40 percent) reported providing 10 or fewer curriculum development activities. An average of seven curriculum development activities was provided by the projects.

Twenty-four of the project directors (46 percent) reported offering materials development activities as part of their staff development effort. A total of 158 materials development activities were reported. The number of materials development activities per program ranged from one (three projects) to 52 (Denver Public Schools). Twenty-one directors (40 percent) reported providing 10 or fewer materials development activities. An average of six such activities was provided.

Eleven project directors (21 percent) reported including lectures as part of their staff development effort. A total of 59 lectures was reported. The number of lectures provided ranged from one (two projects) to 11 (Region XIX, El Paso).

Thirty-one project directors (60 percent) reported providing other staff development activities in addition to workshops, curriculum development, materials development, or lectures. Other reported staff development activities included attendance at national professional conferences such as NABE, TESOL, or state affiliate conferences. Two projects (Perth Amboy Board of Education and Oak Park School District) arranged for college courses for teachers; one such course was devoted to teaching English as a second language to adults. One project (Oak Park School District) provided for the visitation of other adult literacy programs. Staff in some projects attended literacy symposiums. On-site consultation/modeling was another activity offered to project staff. The diversity found in the staff development activities represents efforts made by directors to offer staff as much training and exposure as possible in orienting them to the concept of family literacy for limited-English-proficient populations. Exhibit 23 provides information on the type of activities provided by number of projects reporting and type of agency. LEA-based projects averaged more workshops (5.8), material development training (7.3), and lectures (6.4) per site than did IHEs or NPOs. IHEs provided more curriculum development training (10.3) and "other" activities per site than did LEAs and NPOs.

Exhibit 23
Staff Development Activities Provided

Activities	Agency	Number of Projects	Number Provided
Workshops	LEAs (30)	23	134
	IHEs (13)	9	42
	NPOs (9)	6	7
	TOTAL (52)	38	183
Curriculum Development	LEAs	16	122
	IHEs	5	17
	NPOs	3	31
	TOTAL	24	170
Materials Development	LEAs	16	117
	IHEs	5	21
	NPOs	3	20
	TOTAL	24	158
Lectures	LEAs	6	38
	IHEs	3	14
	NPOs	2	7
	TOTAL	11	59
Other	LEAs	14	53
	IHEs	11	161
	NPOs	6	20
	TOTAL	31	234

Staff Qualifications

LEAs, IHEs, and NPOs reported seeking similar qualifications and attributes in the recruitment of their staff. Forty-nine project directors (94 percent) reported data on the qualifications they look for in staff members. Thirty-seven directors (71 percent) said that they seek a background in bilingual education; six (12 percent) indicated that they look for ESL teaching skills; two (4 percent) reported looking for experience in adult education or in a content area, and one director looked for staff who were culturally sensitive.

Formal qualifications that directors looked for in project staff included training and experience in teaching bilingual education, English as a second language, and state certification. Directors of FEL projects preferred to hire bilingual teachers when possible. Teachers who were not bilingual were expected to be knowledgeable about ESL education and the LEP population and its needs. Training in adult education, teaching ESL to adults, or experience in working with adults was also recognized as important staff attributes. Other qualifications cited included experience with refugee populations, parent education, working with community groups, and competence in subject matter.

The majority of projects employed staff with formal educational training and background. Fifty-two projects provided data on the percent of staff holding either a BA, MA, or Doctoral Degree or Bilingual Certification or Endorsements.

Bachelor's Degree. Forty-three project directors reported on the percent of project staff with Bachelor's Degrees. Responses ranged from 2 percent (Lao Family Community of Minnesota) to 100 percent (15 projects indicated that all staff had a BA degree). The average percent of staff with Bachelor's Degrees was 63 percent. Nineteen projects reported that over 75 percent of their staff held a Bachelor's Degree.

Master's Degree. Thirty-seven project directors (71 percent) reported that they had staff with Master's Degrees. Responses ranged from one percent (Lao Family Community of Minnesota) to 100 percent (five projects). The average percent of staff with Master's Degrees was 46 percent. Fourteen projects (27 percent) indicated that over 50 percent of their staff held a Master's Degree.

Doctoral Degree. Fourteen project directors (27 percent) responded that they had project staff with Doctoral Degrees. Responses ranged from one percent (Perth Amboy Board of Education) to 25 percent (University of Massachusetts-Boston and Denver City School District #1). The average percent of staff with Doctoral Degrees was 12.5 percent. Of the projects reporting staff holding a Doctoral Degree, none indicated that more than 25 percent of staff held that degree.

Bilingual Certification/Endorsement. Thirty-three project directors (63 percent) identified the percent of staff with bilingual certification/endorsement. Responses ranged from 4 percent (two projects) to 100 percent (five projects). The average percent of staff with bilingual certification/endorsement was 46 percent. Twenty-five reporting projects indicated that approximately half their staff had a bilingual certificate or endorsement.

Exhibit 24 presents data on the percent (range) of staff holding a BA, MA, Ph.D, or Bilingual Certification by projects and type of agency. IHEs reported the largest percent of staff holding Bachelor's, Master's, Doctoral Degrees, and bilingual certification or endorsement.

Exhibit 24
Staff Qualifications

Degree/Certification	Agency	Percent of Staff by Project				Number of Projects
		1 - 25%	26 - 50%	51 - 75%	76 - 100%	
Bachelor's Degree	LEAs	7	5	2	9	23
	IHEs	2	1	3	6	12
	NPOs	3	1	0	4	8
	TOTAL	12	7	5	19	43
Master's Degree	LEAs	8	4	4	7	23
	IHEs	5	4	0	2	11
	NPOs	1	1	0	1	3
	TOTAL	14	9	4	10	37
Doctoral Degree	LEAs	7	0	0	0	7
	IHEs	7	0	0	0	7
	NPOs	0	0	0	0	0
	TOTAL	14	0	0	0	14
Bilingual Cert./ Endorsement	LEAs	8	7	1	5	21
	IHEs	1	7	1	1	10
	NPOs	1	1	0	0	2
	TOTAL	10	15	2	6	33

There were no significant differences among the grantee agencies--LEAs, IHEs, and NPOs--in terms of preferred staff attributes. Project directors reported seeking particular attributes when they interviewed and selected their project staff. Sensitivity to the culture of the participants and to language minority adults was considered an essential staff attribute. Flexibility, creativity, initiative, commitment, interest in language learning, willingness to try new materials and instructional methods, and enthusiasm were qualities cited by directors as essential. Some directors looked for staff who were energetic and "self-starters." Patience, a good sense of humor, sensitivity to the needs of language minority families, respect for parents, willingness to participate in community activities, and attending parent meetings were also considered important staff attributes.

Directors also related desired teacher attributes to program focus. For example, a project using a participatory approach looked for teachers familiar with related instructional methodologies. Projects using the natural approach to language development attempted to recruit teachers familiar with the approach. Projects focusing on helping parents function effectively in society sought staff that would "affirm the parents' linguistic and cultural heritage and help parents develop capabilities to operate effectively and efficiently in the community." Teachers' willingness to discuss their own strengths and weaknesses was also mentioned as an important attribute.

4. CURRICULUM AND INSTRUCTION

Project Components

The three components generally considered to constitute a family literacy program are: literacy instruction for the parent, pre-literacy or literacy activities for children, and parent education including parent/child activities. Because most of the participants had children enrolled in Title VII bilingual education programs, many of the children's literacy activities occurred in the Title VII classrooms. The Bilingual Education Act states that Family English Literacy Programs of instruction may be conducted in English or in English and participants' native language, and that programs may include instruction on how parents and family members can facilitate the educational achievement of limited English-proficient children. This section provides information on methods of language instruction, language acquisition methodology, the instructional components, and types of curriculum used.

Directors indicated the percent of time they spent on each of the components included in the Family English Literacy projects. Seventeen of the 52 project directors (33 percent) indicated allocating project time to all of the following components: English literacy, native language literacy, parenting skills, parent-child time, and pre-employment skills. In some cases, directors provided multiple responses, indicating that several components were addressed at the same time. Parenting and English literacy skill development could have occurred simultaneously, for example, and numbers will therefore exceed 100 percent.

Fifty project directors (96 percent) indicated the percent of time their project dedicated to English literacy. Responses ranged from 10 percent (Lame Deer Public Schools) to 90 percent (Santa Clara County Office of Education and Southwest Region School District), with 30 projects (57 percent) indicating they devoted at least 50 percent of their instructional time to English literacy. The average percent of time projects dedicated to English literacy is 50 percent.

Thirty-four project directors (65 percent) indicated their project dedicates time to native language literacy. Responses ranged from one percent (University of Colorado-Boulder) to 80 percent (Puerto Rico Department of Education[1]), with 29 projects (56 percent) indicating that 25 percent or less of their time was dedicated to native language literacy. The average percent of time projects dedicated to native language literacy was 19 percent.

Forty-six project directors (88 percent) indicated that a percentage of project instructional time is dedicated to parent education skills. Responses ranged from 5 percent (five projects) to 80 percent (Detroit City School District), with 32 projects (62 percent) indicating they dedicate 25 percent or less of their time to parent education skills. The average percent of time projects dedicated to parent education skills was 23 percent.

Twenty-eight project directors (54 percent) indicated their project dedicates a percentage of time to parent/child activities. Responses ranged from 5 percent (Biloxi Separate School District) to 30 percent (Parlier Unified School District), with 32 projects (62 percent) indicating that 25 percent or less of their time was dedicated to parent/child time. The average percent of time projects dedicated to parent/child activities was 12 percent.

Twenty-six project directors (50 percent) indicated the time their project dedicated to pre-employment skills. Responses ranged from 2 percent (St. Augustine College) to 30 percent (Denver City School District #1), with 25 project directors (48 percent) responding that they spent 25 percent or less of their time on pre-employment skills. The average percent of time dedicated to pre-employment skills was 9 percent.

Twenty-one project directors (40 percent) indicated their project spent time on various "other" components. Responses in the "other" category ranged from 3 percent (St. Augustine College) to 70 percent (Lame Deer Public School District indicated devoting 70 percent of program time to "student tutoring"). Nineteen projects (37 percent) stated that they spent 25 percent or less time on "other" components. The average percent of time dedicated to "other" components was 14 percent.

Responses to the "other" category varied. One non-profit organization, IKWAI/FORCE, indicated spending project time on a discussion of the philosophy related to the Kickapoo language and culture. The Spanish Education Development Center discussed health issues with participants. The Network, Inc., offered instruction to help parents become computer literate.

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[1] The authorizing legislation allows funding for LEP population in Puerto Rico.

The National Council of La Raza prepared parents for home literacy events. The University of Colorado-Boulder provided instruction related to the legalization process for participants seeking permanent residency. St. Augustine College held discussions on the relationship of educational attainment in the United States to income and career development. Projects at Georgia State University and California State University-Sacramento devoted time to help parents learn to access community resources.

Biloxi School District and the San Francisco Unified School District provided sessions on "school operations." The Gilroy Unified School District and the Baldwin Park Unified School District offered components in community involvement and networking. Activities concerned with self-esteem, resource fairs, nutrition, health, and AIDS education were included in the Detroit School District Project. Exhibit 25 presents information on the percent of time (range) projects dedicated to instructional components by total projects and by type of agency. The greatest percent of time spent by all projects, regardless of type of agency, was on English literacy. Over 53 percent of the IHE-based projects reported spending more than 50 percent of instructional time on English literacy. This compares to 37.9 percent of LEA-based and 22.2 percent of NPO-based projects that reported spending the majority of instructional time on English literacy.

Instructional Methodology

The Bilingual Education Act authorizes studies to determine effective methods of teaching limited-English-proficient students. The following discussion provides information on instructional methods including levels of instruction, time and duration of program activities, related services, and special program elements.

The majority of project instructional time was dedicated to English literacy. Directors used a variety of methodologies to teach English language skills, including:

- Whole Language;
- Total Physical Response;
- Sheltered English;
- Functional Context;
- Language Experience;
- Natural Approach, and
- Role Modeling.

Fifty-two project directors (100 percent) provided data on the language acquisition method used in project instruction. None of the projects confined themselves to a particular methodology; rather, they used whatever method or methods were deemed most appropriate for the learners. Forty respondents (77 percent) indicated using at least four different methodologies: Whole Language, Total Physical Response, Language Experience, and Natural Approach were the most commonly cited methods. Responses to the "other" category varied, but generally the methodologies reflected the learning level and style of the participants. The University of

Massachusetts-Boston, St. Augustine College, and Grand Rapids Public Schools used a participatory problem-solving approach. San Francisco Unified School District and Fort Wayne Community Schools used cooperative learning strategies.

Exhibit 25
Time Spent on Instructional Components

Instructional Component	Agency	Percent Time Spent				Number of Projects
		1-25%	26-50%	51-75%	76-100%	
English Literacy	LEAs (30)	6	12	7	4	29
	IHEs (13)	1	4	6	1	12
	NPOs (9)	1	6	2	0	9
	TOTAL (52)	8	22	15	5	50
Native Language Literacy	LEAs	16	2	0	1	19
	IHEs	6	1	0	0	7
	NPOs	7	1	0	0	8
	TOTAL	29	4	0	1	34
Parenting Skills	LEAs	23	7	0	0	30
	IHEs	6	3	0	0	9
	NPOs	5	3	0	0	8
	TOTAL	34	13	0	0	47
Parent/Child Time	LEAs	16	1	0	0	17
	IHEs	7	0	0	0	7
	NPOs	4	0	0	0	4
	TOTAL	27	1	0	0	28
Pre-Employment Skills	LEAs	14	1	0	0	15
	IHEs	5	0	0	0	5
	NPOs	6	0	0	0	6
	TOTAL	25	1	0	0	26
Other	LEAs	9	1	1	0	11
	IHEs	5	0	0	0	5
	NPOs	5	0	0	0	5
	TOTAL	19	1	1	0	21

Exhibit 26 lists the language acquisition methods identified by responding projects. Whole Language was the preferred language acquisition methodology reported by all projects regardless of type of agency. Some 63.3 percent of LEAs and about half of the NPOs utilized Total Physical Response and Sheltered English methodologies. IHEs utilized these two methodologies to a lesser but equal degree (38.8 percent).

Instructional Materials

Project directors reported using a variety of materials to teach English literacy through Parenting, Life Skills, and Citizenship. At least one of the listed materials provided as a survey selection option in each category was checked, but in a significant number of cases, directors indicated using other commercially produced and/or locally developed materials. The materials listed in the survey instrument included:

- System Training for Effective Parenting (STEP)
- Parenting Skills Manual for Language Minority Parents
- Action Sequence Story Curriculum

Some projects developed their own materials; others adapted commercially published materials. The directors interviewed during the 15 site visits commented on the lack of instructional materials available for family literacy programs. Several of the projects funded for a second grant used materials developed during the first grant cycle. Three local education agencies, five institutions of higher education, and three non-profit organizations used locally developed materials in the parenting/parent education component.

All 52 project directors responded to the question relating to the materials used to teach English literacy through parenting. Twelve projects reported using Parenting Skills Manual for Language Minority Parents; 26 projects said they used other materials; several projects indicated using the System Training for Effective Parenting (STEP), and four projects used the Action Sequence Story Curriculum. A larger percent of responding LEAs (40 percent) and IHEs (69.2) indicated using materials other than those listed to teach parenting skills. The Parenting Skills Manual was identified by 33.3 percent of NPOs responding to the question on the most utilized materials used to teach parenting skills.

Fifty-two (52) project directors responded to the question about the materials used to teach English Literacy for Life Skills. The most frequent responses were:

- A Survival Vocabulary (10 projects),
- Speaking of Survival (6 projects),
- IMPACT (5 projects),
- The Job Box (4 projects).

Exhibit 26
Language Acquisition Methodology

Methodology	Agency	Projects Utilizing	
		Number	Percent
Whole Language	LEAs (30)	23	76.6%
	IHEs (13)	10	76.9
	NPOs (9)	7	77.8
	TOTAL (52)	40	
Total Physical Response	LEAs	19	63.3%
	IHEs	5	38.5
	NPOs	5	55.6
	TOTAL	29	
Sheltered English	LEAs	14	46.7%
	IHEs	5	38.5
	NPOs	4	44.4
	TOTAL	23	
Language Experience	LEAs	6	20.0%
	IHEs	3	23.1
	NPOs	1	11.1
	TOTAL	10	
Functional Context	LEAs	5	16.7%
	IHEs	4	30.8
	NPOs	0	0.0
	TOTAL	9	
Natural Approach	LEAs	1	3.3%
	IHEs	2	15.4
	NPOs	1	11.1
	TOTAL	4	
Role Modeling	LEAs	1	3.3%
	IHEs	1	7.7
	NPOs	1	11.1
	TOTAL	3	

The majority of projects used commercially published materials and supplemented them with locally developed materials. When commercially published materials were used, the program usually included materials from several publishers rather than a single series. Three LEAs and three IHEs reported developing their own materials. The majority of LEAs (53.3 percent) and IHEs (53.9 percent) reported using materials other than those listed to teach life skills. NPOs indicated utilizing the Survival Vocabulary and Impact to a greater degree than the listed materials or "other" materials (22.2 percent).

Fifty-two (52) project directors identified the materials used to teach English Literacy for Citizenship. The most frequent responses were:

- Federal Text for Citizenship, developed for the Department of Justice (10 projects);
- Living in the USA (4 projects);
- US Government Structure: Citizenship Education (3 projects), and
- Other materials (10 projects).

Materials used in the citizenship component were likely to be commercially published, developed to reflect Immigration Reform and Control Act requirements, and used in classes for adults who wish to establish permanent residency. LEAs (30 percent) and IHEs (46.2 percent) reported preferring to use materials other than those listed to teach citizenship. NPOs indicated utilizing the Living in the USA materials in a greater percent of projects than was true of other materials listed or "other" materials option (22.2 percent).

Exhibits 27, 28, and 29 provide listings of materials used to teach English literacy through Parenting, Life Skills, and Citizenship by the number and percent of projects utilizing those materials.

Instructional Activities

All project directors interviewed on-site[2] indicated that instruction was conducted in both individual and group formats. Twelve project directors (80 percent) indicated that multiple levels of instruction were provided for the participants. Participants enrolled in projects varied in their oral English proficiency from having few or no English skills to various levels of competency (Level 1 in ESL classes to Level 2 or 3). Instruction was geared to individual learning levels. One project director (Puerto Rico) indicated that instruction was conducted in Spanish.[3] Ten project directors (67 percent) indicated that instruction was conducted in both the native language and English.

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[2] The on-site project directory survey included a number of questions not found in the mail survey. These questions were developed specifically for the 15 project directors interviewed on-site and requested information on teaching format, levels of instruction, use of English and/or native language in instructional activities, and the extent to which projects provided activities that allowed parents and children to work together.

[3] The authorizing legislation allows funding for LEP population in Puerto Rico.

Exhibit 27
Materials Used for Parenting

Materials	Agency	Projects Utilizing	
		Number	Percent
Parenting Skills Manual	**LEAs (30)**	6	20.0%
	IHEs (13)	3	23.1
	NPOs (9)	3	33.3
System Training for Effective Parenting (STEP)	**LEAs**	6	20.0
	IHEs	1	7.7
	NPOs	0	0.0
Action Sequence Story Curriculum	**LEAs**	4	13.3
	IHEs	0	0.0
	NPOs	0	0.0
Other	**LEAs**	12	40.0
	IHEs	9	69.2
	NPOs	5	55.6

Exhibit 28
Materials Used for Life Skills

Materials	Agency	Projects Utilizing	
		Number	Percent
Survival Vocabulary	LEAs (30)	7	23.3%
	IHEs (13)	1	7.7
	NPOs (9)	2	22.2
Speaking of Survival	LEAs	5	16.7
	IHEs	1	7.7
	NPOs	0	0.0
IMPACT	LEAs	3	10.0
	IHEs	0	0.0
	NPOs	2	22.2
The Job Box	LEAs	1	3.3
	IHEs	2	15.4
	NPOs	1	11.1
Other	LEAs	16	53.3
	IHEs	7	53.9
	NPOs	1	11.1

Exhibit 29
Materials Used for Citizenship

Materials	Agency	Projects Utilizing	
		Number	Percent
Federal Text for Citizenship	LEAs (30)	8	26.7%
	IHEs (13)	1	7.7
	NPOs (9)	1	11.1
Living in the USA	LEAs	2	6.7
	IHEs	0	0.0
	NPOs	2	22.2
US Government Structure	LEAs	3	10.0
	IHEs	0	0.0
	NPOs	0	0.0
The USA: The Land and the People	LEAs	2	6.7
	IHEs	0	0.0
	NPOs	0	0.0
My Country the USA	LEAs	2	6.7
	IHEs	0	0.0
	NPOs	1	11.1
Other	LEAs	9	30.0
	IHEs	6	46.2
	NPOs	1	11.1

Project Features

FEL projects across the country shared commonalities related to structure and organization. Fifteen project directors interviewed during the on-site survey provided information on the length of the instructional cycle; the community resources used in the project such as libraries, book stores, or speaker/resources; special project elements such as computers, television, or video; home activities; the time instruction was available, and any related services such as transportation, stipends, books, or child care.

Thirteen of the 15 project directors (87 percent) provided information on the length of the instructional cycle. Georgia State University indicated the length of the instructional cycle was 10 weeks during the school year and six weeks during the summer. The Pima County Community College program cycle was eight weeks. Five projects reported instructional cycles of nine months; three projects said their project cycle was 10 months; two projects indicated a 12-month cycle, and Florida International University indicated that the length of the cycle was 60-70 instructional hours. There were no significant differences in length of instructional cycle across type of agency.

Family literacy projects often use community resources and can serve as a new source of linkage of organizations. Eleven of the project directors named at least three community resources used by project participants. The most common resource was the library, with 11 project directors (73 percent). Six project directors (40 percent) indicated that bookstores were used as a community resource, and nine project directors (60 percent) indicated that community speakers/resources were used. Seven project directors (47 percent) indicated a response "Other" than those provided on the questionnaire. Resources included under the "Other" response included shopping malls, churches, parks, museums, stores, community organizations, field trips, and parent institutes. Exhibit 30 provides a listing of the community resources used by responding project by type of agency. The library was the community resource utilized to a greater degree by all projects regardless of type of agency. LEAs utilized bookstores (60 percent) to higher degree than did IHE or NPO-based projects. IHEs utilized speakers to a greater degree than did LEA or NPO-based projects (85.7 percent).

Exhibit 30
Community Resources Used

Resource	Agency	Projects Utilizing	
		Number	Percent
Library	LEAs (30)	4	13.3%
	IHEs (13)	5	38.5
	NPOs (9)	2	22.2
	TOTAL (52)	11	
Bookstores	LEAs	3	10.0%
	IHEs	3	23.1
	NPOs	0	0.0
	TOTAL	6	
Speaker/Resource	LEAs	2	6.7%
	IHEs	6	46.2
	NPOs	1	11.1
	TOTAL	9	
Other	LEAs	2	6.7%
	IHEs	4	30.8
	NPOs	1	11.1
	TOTAL	7	

During the 15 on-site interviews, project directors were asked if special project elements were used for instruction. Seven of the 15 project directors (47 percent) listed at least three special project elements. Seven project directors (47 percent) cited the computer as a special project element. Eight directors (53 percent) listed television and video as special project elements. Nine project directors (60 percent) listed home activities and three (20 percent) indicated a response "other" than those on the questionnaire. The "other" response included field trips, book fairs, "make and take" workshops, and student home activities. Exhibit 31 provides information on the number and percent of projects listing the various project elements by type of agency. LEA-based projects used computer (60 percent) and television/video (80 percent) to a greater degree than IHE or NPO-based projects. IHE-based projects utilized home activities (71.4 percent) to a greater degree than did LEAs and NPOs. NPO-based projects utilized television/video and home activities more than other project elements listed (66.7 percent).

Exhibit 31
Special Project Elements

Element	Agency	Projects Utilizing	
		Number	Percent
Computer	LEAs (30)	3	10.0%
	IHEs (13)	3	23.1
	NPOs (9)	1	11.1
	TOTAL (52)	7	
Television/Video	LEAs	4	13.3%
	IHEs	2	15.4
	NPOs	2	22.2
	TOTAL	8	
Home Activities	LEAs	2	6.7%
	IHEs	5	38.5
	NPOs	2	22.2
	TOTAL	9	
Other	LEAs	0	0.0%
	IHEs	2	15.4
	NPOs	1	11.1
	TOTAL	3	

Some projects offered instruction during the day and others in the evening or on the weekend. Of the 15 directors responding to this question during the site visit, Pasadena Unified School District was the only project that reported instruction as available in the daytime, evening, and on weekends. Nine directors (60 percent) indicated that instruction is offered in the daytime and eight project directors (53 percent) indicated that instruction is available in the evening. Two project directors reported instruction as available in the daytime and evening. Exhibit 32 provides information on the number of projects indicating the various time schedules by type of agency. Sixty percent (60 percent) of LEA and 57 percent of IHE-based projects reported providing instruction during the day and/or evening. Only one NPO reported providing instruction other than during the day (evening).

Exhibit 32
Instruction Time Schedule

Schedule	Agency	Projects Utilizing	
		Number	Percent
Day	LEAs (5)	3	60.0%
	IHEs (7)	4	57.1
	NPOs (3)	2	66.7
	TOTAL (15)	9	
Evening	LEAs	3	60.0%
	IHEs	4	57.1
	NPOs	1	33.3
	TOTAL	8	
Weekend	LEAs	1	20.0%
	IHEs	0	0.0
	NPOs	0	0.0
	TOTAL	1	

Project directors interviewed during the 15 site visits were also asked to provide information concerning project-related services from a list that included:

- Transportation
- Stipend
- Books
- Child care
- Other

Seven of 15 respondents listed at least three examples of a related project service. Seven project directors (47 percent) indicated that providing transportation assistance is a project service. Two project directors (13 percent) indicated that stipends are provided. Eleven project directors (73 percent) indicated that books are provided as a related service, and nine directors (60 percent) indicated providing child care. Five project directors (33 percent) indicated a response "other" than those listed on the questionnaire, including meals, book stipends, instructional materials, snacks, and supplies. Individual participation in an FEL project can be termed "non-traditional." Although these students are mature and motivated, they also have limited academic skills and backgrounds and responsibilities that may negatively impact on project attendance and individual progress.

Instruction

Program staff used an eclectic approach in terms of instructional methodologies. Projects reported using materials that were both commercially published and locally developed. The curriculum was modified to address the unique needs of each participant class as well as individual learners. Of the 15 project directors interviewed on-site, eight (53 percent) indicated that they found it necessary to adapt curriculum or project activities.

This adaptation was true of projects administered by LEAs, IHEs, and NPOs. For example, the University of Colorado-Boulder adapted the curriculum to meet the individual needs of their Spanish-speaking students. An integral feature of the El Paso Community College project was the adaptation of all curricula and activities to reflect the needs of each individual class. Pima County Community College adapted its curriculum to the needs of the Yaqui population. Because many of the adult students at Georgia State University were pre-literate in their native languages, the staff focused attention on pre-reading and pre-writing activities in developing their curriculum.

The Biloxi School District adapted materials for each entering class. One class used an individualized software program originally purchased for use with students in the elementary school. Staff of District 2 in New York City found that "for any lesson to be good, you adapt all the time." The BOCES Geneseo Migrant Center staff adapted materials to the environment of the migrant camps since many published materials were more appropriate for urban populations. Because many of the migrants were pre-literate, the BOCES staff offered "more hands-on work."

Materials for the Hmong population served by the Lao Family Community of Minnesota, Inc. were developed or simplified because many of the participants were pre-literate. The IKWAI/FORCE project staff found that few available materials were culturally specific or linguistically relevant to the low literacy levels of many of the Kickapoo-speaking adults served in the project and developed materials appropriate for the participants.

The Yaqui, Spanish, Armenian, Hmong, and Kickapoo populations were among those language groups for which projects adapted curriculum or activities. In addition, projects indicated that within these populations some students were less literate than others and often required curriculum and materials to be adapted to particular skill levels. Some materials adaptation was also carried out to reflect differences among students attending evening classes.

The curriculum developed by projects was accompanied by a curriculum manual in 28 projects. Twenty-four project directors planned to publish or disseminate the materials. Twenty-one directors agreed that the curriculum developed through the project could be implemented elsewhere, as few commercially published materials for family literacy programs are available.

Curriculum development took place at various stages of program development and implementation. Project directors were asked to check one or more relevant descriptions of curriculum development from the following list:

- Developed prior to project,
- Developed as an initial phase during the first year of the project,
- Evolved throughout the project,
- Developed with participant involvement.

A number of directors checked multiple responses regarding the development of curriculum, exemplified as follows:

- Eighteen project directors (35 percent) indicated that the curriculum was developed prior to the inception of the project.

- Twenty-five project directors (48 percent) said that the curriculum was developed as an initial phase during the first year of the project.

- Forty-one project directors (79 percent) indicated that the curriculum evolved throughout the project.

- Thirty projects (58 percent) indicated that the curriculum was developed with participant involvement.

- Twenty-eight project directors (54 percent) said that a curriculum manual had been developed through the project.

- Twenty-four project directors (46 percent) indicated the manual would be disseminated or published.

- Eleven project directors (21 percent) indicated that the curriculum had been implemented elsewhere but provided no specifics.

- Twenty-one project directors (40 percent) agreed that the curriculum developed through their project should be implemented elsewhere.

Directors of projects that developed their own curricula thought their materials could be implemented elsewhere since few commercially published materials for family literacy programs are available. Exhibit 33 provides the curriculum development sequence reported by number of projects, by total projects, and type of agency. There were no differences in the curriculum development sequence reported by projects by type of agency.

Exhibit 33
Curriculum Development Sequence

Development Sequence	Agency	Number of Projects	Percent of Projects
Developed Prior to Project	LEAs (30)	10	33.3%
	IHEs (13)	5	38.5
	NPOs (9)	3	33.3
	Total (52)	18	
Developed as an Initial Phase for Year One	LEAs	14	46.7%
	IHEs	6	46.2
	NPOs	5	55.6
	Total	25	
Evolved Throughout the Project	LEAs	21	70.0%
	IHEs	12	92.3
	NPOs	8	88.9
	Total	41	
Developed with Participant Involvement	LEAs	15	50.1%
	IHEs	9	69.2
	NPOs	6	66.7
	Total	30	

Six IHE-based project directors who had developed their own curriculum cited specific reasons for asserting that their materials could benefit other projects:

- The University of Colorado-Boulder indicated that the materials and activities responded to needs identification via formative evaluation. The materials could be used by instructors in accordance "with project initiatives and objectives but teachers are free to exercise their own strengths and styles in supplementing and adapting material."

- The Parenting Curriculum for Language Minority Parents developed at California State University/Sacramento was designed to be used in a variety of situations with the diverse ethnic population, and "its flexibility allows for adaptation based on participant needs."

- Northern Marianas College indicated that their project materials were appropriate for bilingual programs. Project staff identified current textbooks they considered appropriate for a Family English Literacy project.

- The context-based materials developed at the University of Illinois were considered to be useful as a framework for other programs working with minority language students.

- Georgia State University specified that their integrated language arts curriculum focused on multicultural intergenerational family language and literature.

- The curriculum developed at the University of Massachusetts/Boston offered "a tool for programs to develop context specific and participatory curricula geared to meet the needs of particular groups."

LEAs and NPOs also considered their curricula could be useful to other programs. Some elements of the curriculum developed in the Oak Park School District were borrowed by neighboring school districts. Examples of other LEAs and NPO curriculum benefits are cited below.

- The Detroit City School District and Fort Wayne Community Schools considered their materials generally applicable to other family English literacy projects.

- The Region XIX Service Center considered their materials, which address parenting skills reinforced with ESL, as a potential model for other programs.

- The curriculum developed at the Northwestern Education Cooperative was said to have "direct relevance to parents with children in school especially as it related to attendance procedures, school transportation, homework, study skills, academic work, etc."

- The National Council of La Raza considered its materials appropriate for use by other community-based organizations or schools.

- IDRA's combined approach of video-based technology methods and techniques was found effective in teaching adult students and could benefit other programs, especially those serving Spanish speakers.

Curriculum Development Efforts

All projects were involved to some extent in curriculum development efforts, which ranged from adapting available materials to meet participant needs to the overall development of the project curriculum. Twenty-one projects (40 percent) indicated that the curriculum was developed locally. Only two projects (4 percent) indicated that the curriculum used was published commercially or developed by another institution. Twenty-seven projects (52 percent) indicated that the project curriculum was a combination of locally developed and commercial materials. Exhibit 34 lists the curriculum process followed by the various reporting projects by total program and by type of agency. More LEA-based projects (60 percent) reported developing their curriculum locally or with another institution than was true of IHEs (46.2 percent) or NPOs (33.3 percent).

Exhibit 34
Curriculum Development

Development Progress	Agency	Number of Projects	Percent of Projects
Developed Locally	**LEAs (30)**	9	30.0%
	IHEs (13)	7	53.8
	NPOs (9)	5	55.6
	Total (52)	21	
Published or Developed by Another Institution	**LEAs**	2	6.7%
	IHEs	0	0.0
	NPOs	0	0.0
	Total	2	
Combination Locally/Another Institution	**LEAs**	18	60.0%
	IHEs	6	46.2
	NPOs	3	33.4
	Total	27	

Special Materials

A number of projects had developed special materials to support their curriculum and instructional efforts. Special materials included videos, manuals, curriculum guides, and student handbooks. Twenty-four project directors (46 percent) indicated that special materials were developed as part of their curriculum/material development effort. Eleven project directors (21 percent) indicated that their materials will be disseminated or published. Six (6) project directors (12 percent) said that their project materials had already been used elsewhere. Examples of the special materials developed by the various projects are:

- The Southwest Region School District prepared a glossary of Alaskan Native Claims Settlement Act Related Terms and a Yupik/English ESL Handbook.
- The Stockton Unified School District videotaped their Parent Institutes in five languages covering topics such as "What parents can do to help their children at home and school," "Effective discipline," "Dropout prevention," "Drug abuse," etc., and made the tapes available to all district schools.
- California State University/Sacramento developed and provided for the national dissemination of a Teacher's Activities Guide to assist teachers in implementing a parenting curriculum for language minority parents.
- Materials from the University of Massachusetts-Boston project included a documentation of teachers' accounts of implementing the participatory approach with an accompanying student reader.
- The Children of Parlier, written and illustrated by K-6 students, will be published in a hardbound edition by the Parlier Unified School District. The district is also preparing "Approaches to Parent Literacy Using Innovative Methods of Parent Child Interaction."
- The University of Colorado-Boulder developed a curriculum guide with parent training modules consisting of topic narratives, transparencies, and a video providing information on accessing community services.
- Pima County Community College developed a videotape of a field trip to Rio Yaqui as well as videos about the reservation and of Yaqui elders talking about the Yaqui people.
- El Paso Community College developed a curriculum which includes a teacher's manual and training video.

5. TECHNICAL ASSISTANCE

The following section provides information on FEL program technical assistance needs. Information was requested concerning sources of technical assistance to FEL projects as well as the types of assistance needed by the project directors. Technical assistance was available to FEL projects from various Title VII network agencies including the MRCs, EACs, NCBE, SEA, other FEL programs, and other agencies.

Fifteen project directors interviewed as part of the on-site visit commented on the type of technical assistance that would be of help to their projects. Eight project directors (53 percent) responded that they need assistance in the area of student assessment and program evaluation. (One project director was specifically interested in getting assistance in implementing a comparison group model for program evaluation purposes. Another director was interested in an "evaluation instrument for identifying need.") Six project directors (40 percent) indicated an interest in establishing a network for programs to share common concerns and ideas on effective strategies for managing FEL projects. Three directors (20 percent) were interested in receiving technical assistance in recruitment and retention strategies. Assistance in staff development/training was identified as a need by three project directors (20 percent). One project director indicated a need for training teachers in adult education methodologies. Assistance in planning and operating workshops was cited by two directors. Other types of assistance were project specific, including:

- "Volunteers used more effectively"
- "Information and dissemination planning"
- "Whole language/second language research findings, adult learning research findings"
- "Developing and editing videos"
- "Purchase of videos and other relevant videotapes in bilingual literacy programs"

Exhibit 35 presents data on the technical assistance provided to FEL projects by the various serving agencies.

Exhibit 35
Technical Assistance Sources

Project Name	Multicultural Resources Center	Educational Assistance Center	Institution of Higher Education	State Education Agency	Other Family English Literacy Project	Other (specify)
	Type of Assistance (Frequency & Time)					
Pima County Community College						
University of Colorado - Boulder	1) Materials (frequently). 2)Staff training (1 day/yr)		1) Materials (frequently). 2) Staff training (1 day/yr)	Training/ workshops FEI (1 day/yr)	Newsletters (irregular)	
El Paso Community College		Evaluation (1 day/yr)				
Biloxi School District	Curriculum development, printed materials, telephone consultation, and conferences (5 days/yr)	Evaluation method (2 days/yr)	Materials/sources (10 days/yr)	Materials/ curriculum assistance; technical assistance; networking (8 days/yr)	Materials, general information (10 days/yr)	Various social services (50 days/yr)
NYC Board of Ed, Dis 2			Director took courses at NYU.			Board of Ed shared info on similar projects
IDRA						
CA State U - Sacramento		Evaluation information (1 workshop)	Literature for Parent Institutes			
Pasadena Sch Dis				Coordination meetings planning (3 - 1 day each)	La Paza - assessment materials (at start-up)	Planned Parenthood; Red Cross; El Central; Pasadena police/fire; welfare; mental health foundation; seminar referrals
Santa Clara County Dept of Ed				Workshop & evaluation material; conference	Materials (couple times a year)	Mary Mahony Workshops - good resource for information on everything

Exhibit 35 (continued)
Technical Assistance Sources

Project Name	Multicultural Resources Center	Educational Assistance Center	Institution of Higher Education	State Education Agency	Other Family English Literacy Project	Other (specify)
	Type of Assistance (Frequency & Time)					
Florida International U						E D Stall (M. Mahony) all types of TA (1/2 - 1 hour)
Georgia State U	Workshop presenter/ consultant (Once - 2 days)		In-service training (3 - 1/2 day/yr)			
University of Illinois - Chicago	ESL & language consultants/ workshops (2 - 4 hours/yr)		"That's us" - consultants; evaluation; community literacy; staff development (once - 3 days)		Material program development assistance	FELP & publishers exchanged consultants; materials
Lao Family Community of MN, Inc						
BOCES Geneseo Migrant Center						
IKWAI (FORCE)	Workshops (2 - 10 hours/yr)		Dr. Akira Yamamoto, Univ. of Kansas linguist (quarterly - 24 times) seminar - course work (ongoing - 30 days)	Ta workshops (3 - 6-12 hours/yr)		

N = 15 site visits

6. ASSESSMENT AND EVALUATION

Assessment Methods

Program regulations specify that grantees are to provide a final report including an evaluation at the end of their three-year funding cycle. Evaluation areas to be included in the report are: participant progress in acquiring English proficiency and literacy, participant attrition and completion rates, follow-up of participants, instruments used, and changes in evaluation design. The following section provides information concerning assessment and evaluation, including: assessment instruments and procedures for English and native language literacy, program completion criteria, the use of an outside evaluator, data maintenance, and the instructional scope of the program.

Project directors identified a number of methods used to assess entering participants. These methods generally included standardized tests, language proficiency measures, staff interviews, and/or more informal strategies such as Cloze Tests, writing samples, and informal reading inventories. Respondents indicated that multiple measures were often used. Twenty-nine project directors (56 percent) reported using standardized tests to assess the English proficiency of entering participants. Twenty-eight directors (54 percent) indicated that language proficiency tests were used to measure the English proficiency of participants. Thirty-one project directors (60 percent) responded that a staff interview was used to assess the English proficiency of entering participants, and twenty-five directors (28 percent) reported using informal measures to assess English proficiency.

Fifteen project directors (29 percent) identified other methods in addition to or besides those listed on the questionnaire to assess English proficiency. Exhibit 36 presents data on the methods used to assess English language proficiency of entering participants by project and by type of agency. Judging by the high number (92 percent) of IHEs using standardized tests, it appears that IHEs relied on standardized tests to a greater degree than did LEA or NPO-based projects.

The majority of projects (56 percent) did not use standardized tests to assess the native language skills of entering participants. Nine project directors (17 percent) indicated using the Spanish version of the Comprehensive Test of Basic Skills (CTBS); three indicated that they use the Language Assessment Battery (LAB). Northern Marianas College used a locally developed product for testing reading and native language. The IKWAI project used the locally developed Kickapoo Assessment Tool. Biloxi School District used the Basic Inventory of Natural Language (BINL) but indicated that they found it difficult to use. Directors interviewed during the site visits commented that measures used to assess native language literacy were not easily attainable and indicated a need for additional development in this area.

Exhibit 36
Methods Used to Assess English Proficiency

Methods	Agency	Number	Percent
Standardized Test	LEAs (30)	13	43.3%
	IHEs (13)	12	92.3
	NPOs (9)	4	44.4
	Total (52)	29	
Language Proficiency Test	LEAs	17	56.7%
	IHEs	6	46.2
	NPOs	5	55.6
	Total	28	
Staff Interview	LEAs	18	60.0%
	IHEs	9	69.2
	NPOs	4	44.4
	Total	31	
Informal Measure	LEAs	13	43.3%
	IHEs	7	53.9
	NPOs	5	55.6
	Total	25	
Other	LEAs	7	23.3%
	IHEs	6	46.2
	NPOs	2	22.2
	Total	15	

Participant Exit Criteria

Adult education classes are typically open entry-open exit, with participants entering and leaving throughout the instructional cycle; therefore, it is not surprising that 14 (27 percent) of the Family English Literacy projects, all of whom serve adults, did not establish specific participant exit criteria. Of those projects that did have a formal exit criterion, a specified score on Comprehensive Adult Student Assessment Survey (CASAS) was used by four projects, and a specified score on the Basic English Skills Test (BEST) was the stated exit criterion identified by three projects. Adults who had progressed sufficiently to enroll in adult education classes, either ESL or a GED preparation class, met the exit criteria in six projects (12 percent). Other projects referred adults to a community college on the basis of improved literacy skills. A number of projects used the results of their own post tests to determine that participants met their exit criteria. Four of the directors reported that their staff continued to work with their participants as long as possible.

Evaluation

Evaluation was considered to be an essential component of the FEL projects. Directors provided information on the instruments used in the evaluation of participant progress, the use of external evaluators, and the type of data collected and maintained by the project. Evaluation instruments used in the Family English Literacy projects ranged from standardized tests to locally developed instruments. Projects generally did not confine themselves to a single standardized instrument; some projects used two standardized tests as well as locally-developed assessment instruments. For example, California State University-Sacramento used the Henderson-Moriarty ESL/Literacy Placement Test (HELP), the Basic English Skills Test (BEST), and the Ilyin Oral Interview as well as observation and locally developed instruments. Standardized tests were consistently used by local education agencies, institutions of higher education, and non-profit organizations. The BEST was used as an evaluation instrument in six projects, and CASAS (Comprehensive Adult Student Assessment Survey) in five projects. The following list includes evaluation instruments used in the Family English Literacy projects.

- Nelson Denny Reading Test
- Test of Adult Basic Education (TABE)
- John Test
- Basic Inventory of Natural Language (BINL)
- Henderson-Moriarty ESL/Literacy Placement Test (HELP)
- New York State Placement Test
- Language Assessment Battery (LAB)
- Student Oral Language Observation Matrix (SOLOM)
- Comprehensive Adult Student Assessment Survey (CASAS)
- BOEHM Test of Basic Concepts
- Basic English Skills Test (BEST)
- Stanford Achievement Test (SAT)
- California Achievement Test (CAT)
- Culture Shock Inventory (CSI)

Children's Gains

All project directors were asked if the project evaluation design included an assessment of children's gains. Fifteen directors indicated that the project assessed children's gains. Nine LEA-based project agencies included an assessment of children's gains, as did four IHEs and one NPO. The Solana Beach School District used a control group of children whose families did not participate in the Family English Literacy project. The Detroit School District's evaluation included grade point average, school attendance, and reading and math scores on the CAT (California Achievement Test). The Fremont Unified School District collected language proficiency and achievement test scores of participants' children on the CTBS (Comprehensive Test of Basic Skills) and the Spanish Assessment of Basic Skills. Preschool children who left the Family English Literacy project and entered kindergarten within the Grand Rapids School District are tracked for three years through the district Office of Research and Development. The

South Bronx High School provided data on the number of participants' children who improved their grades and increased their daily attendance at school.

El Paso Community College gathered children's work samples, videotaped class segments to demonstrate change, and compiled parent comments relative to their children's development. Georgia State University's evaluation of children's gains included scores on the Language Assessment Battery administered by the schools, teacher observation, and anecdotal notes. In addition to pre- and post-testing, the University of Illinois-Chicago staff observed families in their homes, examining behaviors such as parents reading to children, parents reading and writing, as well as the number of books found in the home.

Use of an External Evaluator

Title VII projects are required to submit an annual evaluation report. In the majority of cases (38 projects or 73 percent), an external evaluator was hired by the project to assist with or conduct the evaluation component. The project director served as the evaluator in two projects; agency evaluation staff conducted the project evaluation in three projects, and the site coordinator served as evaluator in one project.

Data Maintenance

Evaluation reports generally included additional descriptive information on a variety of participant data collected by projects. The questionnaire sought to obtain information concerning the kinds of data maintained by projects, such as employment placement of participants, participants entry into other educational programs, and school achievement of participants' children. Directors were asked to check the type(s) of additional data maintained by the project. In some cases, directors provided multiple responses. Twenty-three project directors (44 percent) indicated that their projects maintain data on participants' entry into other programs. Thirteen project directors (25 percent) indicated that the projects maintain data on employment placement of participants. Nineteen project directors (37 percent) indicated that the projects maintain data on school achievement of participants' children. Sixteen project directors (31 percent) indicated that the projects maintain data on "other" information, such as parent participation in school, attendance at meetings, and student school status.

Parlier Unified School District recorded the number of cassettes and players taken home, the number of parents who attended cultural meetings, the number of ESL classes and teachers, and the number of students contributing to the book, The Children of Parlier. The Fort Wayne Community Schools kept records on "ethnicity and income data, family background, educational levels, ages of participants, and ages of children." The Oak Park School District maintained information on parent participation in school meetings, attendance at parent teacher conferences, and "improved communication between parents/children and school staff." Baldwin Park Unified School District maintained records of participants' attendance at school meetings, test scores on CASAS and HELP, and the results of a behavioral survey.

El Paso Community College maintained records of teacher and aide evaluations, participant observation, participants' work samples, and video tapes of most class sessions. Florida International University maintained records of parent participation in school activities. Anecdotal information about children's progress, i.e., "Sia is paying better attention in class," was maintained by the Lao Family Community of Minnesota, Inc. IKWAI/FORCE maintained records of student progress and family data folders.

7. CAPACITY BUILDING

Capacity building is an important element of Title VII funded programs. Grants are intended to provide "seed" money. Applicants for Federal funds under the Bilingual Education Act are asked to identify the means by which project activities will be supported after Federal funds are no longer available. Fifty-two project directors responded to the question asking how the project plans to fund the project after the Title VII grant has ended. Fifteen projects (15) responded that they would continue with district funding, nine projects responded that they would continue with state funding, four projects with Federal funding, two projects with foundation and private funding, and two projects responded that they would continue to fund the project after the Title VII grant has ended with city funding. Directors interviewed during the site visits indicated they were searching for sources of funding.

Two projects hope to receive tribal funds to continue the program, one to secure funds from State Employment Preparation Education monies, and one will seek funds from a tax levy. Six organizations funded in 1985 and 1986 were funded for a second grant cycle. Other organizations which were not funded for a second cycle continued some or all of their activities using other funding sources. Specific examples of capacity-building efforts are provided below.

- Personnel with the Perth Amboy Board of Education have undertaken a major effort to obtain financial support from the private sector. Project IFEL is maintained in each school through the efforts of principals and teachers.

- The Gilroy Unified School District has provided local funds to continue the project activities in many of the local schools. To supplement these funds, the District has applied for various types of grants to implement the program throughout the district.

- The Bilingual Program Director in the San Francisco Unified School District has continued to supervise staff members designated to continue program activities. The District's Center for Employment and Training has provided one ESL teacher for the project. The District is committed to providing space and facilities for the classes.

- School District 1 in Denver accommodated parent involvement through bilingual parent advisory committees at the elementary, middle, and high school levels. ESOL classes offer parental instruction through the adult education program. Amnesty classes are also available.

- The Family English Literacy project in the Detroit Public Schools was continued using local district funds.

- The Oak Park School District adult/community education programs assumed part of the Oak Park project. Coordination with the project director continues as part of a continuing effort of the schools to address the needs of adult target populations.

- The Northwestern Education Cooperative is disseminating the curriculum developed in the Family English Literacy project. Technical assistance for implementing the curriculum is available from the Cooperative.

- The NETWORK Inc. "turned its projects loose" and assisted the sites in applying for grants from other funding sources. Three sites secured funds to establish writing labs, and adult education funds were used to continue the program in two sites.

- Some sites in the University of Massachusetts-Boston project applied for and received funding from private foundations; others were unable to obtain funds to continue the program.

Most of the currently-funded projects (39) report plans to seek funding in order to continue their projects. Nine projects expect the local education agency to continue the project: eight hope to use adult education funds; five projects expect funding from the state; four projects are looking to corporate sources for financial support, and three are contacting sources within their local community.

Community Coordination

Coordination with community agencies or programs was extensive in the Family English Literacy projects. Community agencies or programs coordinating with projects included health and welfare agencies, public schools, institutions of higher education, employment agencies, and organizations designed to serve particular ethnic or language groups.

Fifty-two project directors responded to the question regarding the community agencies or programs with whom they coordinated project services. Nineteen projects (37 percent) indicated coordinating with NPOs offering services to project participants, eight projects (15 percent) coordinated with IHEs, and four projects (8 percent) coordinated with libraries offering services to project participants. Examples of specific types of community linkages are provided below.

- Gilroy Unified School District coordinated with Head Start programs, adult education classes in literacy and ESL, mental health agencies, and the Santa Clara County Health Department.

- The Northwestern Educational Cooperative coordinated with a number of elementary school districts. The bilingual coordinator in each district served as project contact and participated on the project advisory board. Each district recruited its own students and provided facilities for classes. The Cooperative hired the teachers and administered the programs.

- The Southwest Region Schools shared training and instruction with the University of Alaska adult education GED program. Topics of mutual concern to the project and regional school district youth activities were included on the agenda at student conferences.

- California State University-Fresno provided evaluators to the Parlier Unified School District project. The Cooperative Extension Departments from the University of California-Berkeley and the University of California-Davis assisted with nutrition and family development.

- Florida International University established interagency coordination to provide services to participants with the YWCA, Dade County Public Schools, Broward County Public Schools, Riverland Public Library, Mount Olive Baptist Church, and Centro Campesino.

- California State University-Sacramento worked with the county welfare office and the Immigration and Naturalization Service to coordinate the project with requirements of the Immigration Reform and Control Act. Other agency participation with this FEL project included: school districts, county health and school nurses who made presentations on required health screening and immunizations, city libraries which assisted with field trips, and community groups which provided presentations on parent topics.

- The National Council of La Raza has worked in 16 local communities; each local group maintains its own relationship with the schools. Most groups are multi-service agencies and provide individual services to participants.

- IKWAI coordinated with a number of agencies including Turning Point, a community-based organization, to provide early intervention counseling to enhance self-esteem for out-of-school youth. The Central Tribes, another local organization, provided job training, work experience, and other educational activities, and the Indian Health Service accepted referrals for health problems.

- IDRA coordinated with Rogers Cable Television for production assistance in development of video tapes, with Region XX Education Service Center, and with school districts in San Antonio.

8. OVERVIEW

Lessons Learned

Directors interviewed at the project sites were asked to describe the most important insights they learned during the first year of the project. Five directors (30 percent) responded that the presence of superior instructors was an essential element of a successful Family English Literacy project. Two project directors (4 percent) stressed the importance of staff training and development. One director identified the process of recruitment/selection of teachers as the most important lesson learned. Another director commented that the most important qualification of a teacher in a Family English Literacy project is "a sincere respect and sensitivity to participants, above all else." One project director stressed the need for teachers who can develop an integrated curriculum, as well as the need to train community liaisons so they can understand the instructional approach.

The importance of participant recruitment and retention was cited as the most important lesson learned by five directors (30 percent). One director stated that there is "no substitute for continual personal contact with participants"; another director found outreach activities to be the key to recruitment and retention, and a third learned that full-time staff were needed to recruit and retain participants. One director noted the "difficulty in controlling enrollment as families constantly change and grow as new family members move to the United States." Another director noted the need "to adapt to a revolving door population," which emphasizes the need for open entry/exit programs.

Two directors stated that provisions for both child care and transportation were essential to the success of a Family English Literacy project. The importance of community networking with various agencies and organizations was cited by two directors. Other lessons stated by project directors were the importance of record keeping and accountability, the need for flexibility in tailoring the program to participant needs, the importance of intergenerational activities, and the need to integrate ESL and literacy activities.

Exemplary Features

All project directors were asked what features of the FEL project worked best for the participants. Although the goals of all Family English Literacy projects were consistent with the authorizing legislation, there was great variation in the directors' perceptions of what features of the project worked best for the participants. This variation is probably due, in part, to the diverse cultures and needs represented in the projects. Seven directors cited the importance of having bilingual staff with whom the adults can communicate in their native language. The intergenerational focus of a project and the opportunity for the family units to work together was cited as a successful feature by seven directors. The need to help parents realize that they could be, and in fact were significant in their children's education was noted by six directors. Accessibility to project instruction, i.e., classes held in the neighborhood or community, was a feature cited by five directors. Five others found that providing child care and transportation enabled adults to participate in a project.

Other features of projects also considered very effective for working with FEL project participants included:

- scheduling classes at a convenient time for the adult students;
- acquainting limited-English-proficient parents with community services and agencies to make it possible for families to become more comfortable and self-sufficient in the community;
- helping parents appreciate the opportunity to discuss issues with their peers in an open and supportive environment;
- developing context-based materials that can aid participants in enhancing their literacy skills as they acquired content, and
- developing special materials and activities to help parents deal with the issues they consider vital.

Problem Areas

Project directors at the site visits were also asked to discuss major problems that they encountered and addressed. In general, FEL directors analyzed the problem and addressed it in appropriate ways. For example, to counteract erratic attendance and compulsive tardiness, the community liaison in the Solana Beach School District called families every week to remind them to attend class on time. The Spanish Educational Development Center staff scrutinized the reasons drop-outs gave for leaving the program, developed a survival skills curriculum for the most needy, and referred other adults to ESL classes. Weekly personal contacts with families increased an attendance problem in the El Paso Community College program. In addition, staff provided weekly in-service training to assist teachers in developing activities to enhance and encourage participation.

When one site in the University of Colorado-Boulder project "folded," the University staff formed a new and stronger alliance with a school district to assess continuous outreach. When the La Mesa-Spring Valley Unified School District had difficulty finding space for morning classes, the staff found room in a county center. IDRA provided teacher training to increase teachers' skills in working with non-English-speaking adults. The BOCES Migrant Center decentralized management structure in an effort to provide more services for participants. IKWAI established a child care center and purchased a van to enable participants to attend class regularly. Teachers who were not comfortable with the integrated curriculum used in the Georgia State University project were replaced by teachers who understood the curriculum and participated in the continuous in-service training and group planning.

Project Achievements

Project directors were asked what they considered the most important achievement of their Family English Literacy projects. Parent involvement in their children's education was considered the most important achievement by 29 directors (55 percent). Most of these respondents attributed the increased parental involvement to improved English proficiency, literacy skills, and parenting skills. The project directors considered the greater self-confidence and increased self-esteem of the parents an equally important result. Other specific examples of project achievements provided by the directors are provided below.

- The director of the Oak Park School District project noted that project activities resulted in an increasing awareness of parents to the need of educating themselves, to understand their responsibility for their children's schooling, and to be involved in the schools.

- The director of the Northwestern Educational Cooperative considered the curriculum developed and field tested during the project an important achievement and noted that, as a result of the project, local schools now have a step-by-step program to recruit and serve local language minority parents.

- The director of the Biloxi School District project said the project resulted in better parent participation in school activities and improved employment situations.

- The achievements of the Family English Literacy project in the San Francisco Unified School District included: "increased parental involvement in the schools: seven parents were elected to the District bilingual advisory committee, and parents became permanent residents through our Amnesty Preparation classes." The director of the California State University-Sacramento project cited the development of a flexible curriculum based on the input of the parent participants and staff. The curriculum "became the participants' own plan for developing literacy within a parenting context."

- "Being there for people who need the program and involvement of parents with children" was cited as important by the project director at the University of Colorado-Boulder.

- The director of the Georgia State University project cited the intergenerational activities; team planning among teachers; parental understanding of American schools, and cross-cultural sharing in English among different ethnic groups.

- The confidence shown by parents, their knowledge about school, and their presence at meetings where they discussed issues and prepared to take action later on the issues were considered achievements of the University of Illinois-Chicago project.

- The director of the El Paso Community College project cited achievements: "More information regarding children's literacy development gained by parents, more parent involvement in the schools, and more self-confidence on the part of the parents to be effective advocates for their children."

- Facilitating the involvement of parents in the educational process by providing them with specific skills in language was listed by the director at Florida International University. As parents acquired knowledge of the school system so did they enhance their ability to help themselves and their children in a new society.

- The Lao Family Community of MN, Inc. project considered the high level of collaboration with the St. Paul schools and recognition of the effectiveness of bilingual education for non-literate adults important achievements.

- The director of the NETWORK, Inc., project, which used a process writing approach to literacy, found that the project participants not only wrote "more and better," but that they enjoyed writing more than they had before participating in the project.

- The National Council of La Raza project considered its most important achievement was increasing the capacity of local community organizations to implement family literacy programs and the development of a model the local groups can use to offer services.

- IKWAI considered the community's increased awareness of learning and the participants' eagerness to continue learning the most important achievement of the Family English Literacy project.

Project Success

Directors were asked if they considered the Family English Literacy project a success and, if so, to indicate the criteria used to judge success. Thus, success of the Family English Literacy project was measured by criteria established by the director and staff. One project in the D.C. Public Schools did not consider itself successful because staff turnover was high, objectives were not sufficiently clarified, goals could not be measured, and there was a lack of space for project activities. The Parlier Unified School District considered its project successful in the increase of student performance on the SABE and BASE evaluation tests, but failed in getting parents to attend classes at the school sites. Staff then began visiting homes, which took more time "but is paying off for us."

The other 50 directors of FEL projects (96 percent) considered their projects successful. Criteria used to measure success in the University of Illinois-Chicago project included parent attitudes, parents' self-confidence, participation, and parent/child activities. The University of Massachusetts-Boston project developed and disseminated its approach to English family literacy.

The Southwest Region Schools project found an increased awareness of the Alaska Native Claims Settlement Act and its 1991 amendments, positive participant self-esteem, and positive educational experiences for participants.

Criteria used by Georgia State University included more interaction between parents and their at-risk children, the content-based integrated language and literacy approach, and the heterogeneous grouping by language/ethnic group. The NETWORK found that the process writing approach used in the several sites resulted in participants' writing more and better and enjoying writing more than they had prior to project participation. Oak Park School District considered its FEL project successful because of "attendance by a sizable core group," the comfort level of adults attending project-sponsored sessions, and the growth of participants as revealed by language proficiency and new habits concerned with schooling, life skills, and children's education goals.

The California State University-Sacramento project judged its success by meeting six criteria: the number of participants who completed the project, the number of participants who wrote positive self-appraisals of their performance, development of the curriculum based on participant needs, responses of participating staff, comments from the external evaluator, and continuation of sites after the Title VII funding ended. Results of a survey sent by the Northwestern Education Cooperative to parents revealed that participants' children were helped by their parents' increased literacy skills gained from project participation. The results of the evaluation of the San Francisco Unified School District project by external evaluators were favorable, participants increased their scores on CASAS, and parent involvement increased.

B. PARTICIPANT QUESTIONNAIRE

Characteristics of Reporting Base

This section provides the findings of the Family English Literacy program (FELP) participant survey. The participant survey was designed to provide descriptive information about individuals enrolled and taking part in FEL project activities. The questionnaire was translated into five languages--Spanish, Vietnamese, Hmong, Chinese, and Kickapoo--and administered to 20 participants at each of the 15 visited project sites. Participants were randomly selected from a list of currently enrolled participants provided by the project director. An Atlantic Resources Corporation staff member trained a local interviewer(s) to orally administer the questionnaire to the participants in their native language as part of the site visit agenda.

Participant Questionnaire

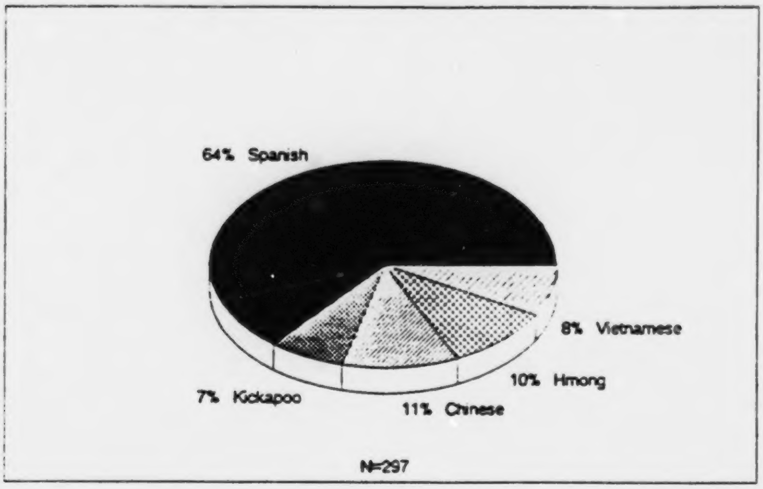
The survey sample included 300 participants at 15 FELP sites. A total of 297 surveys (99 percent) were completed and returned. The language groups and numbers of participants surveyed included:

- 191 Spanish-speaking participants (64 percent), the largest language group represented, interviewed at 13 sites.
- 20 Kickapoo participants (7 percent) interviewed at one site.
- 33 Chinese participants (11 percent) interviewed at two sites. Some of these Chinese participants were born in Indochina and originally spoke and/or were literate in the language of their birth country.
- 30 Hmong participants (10 percent) interviewed at two sites.
- 23 Vietnamese participants (8 percent) interviewed at two sites.

Exhibit 37 displays graphically the languages of the participants. This report discusses the findings of the analysis of the 297 of 300 (99 percent) completed participant questionnaires returned. Not all participants responded to each question. A number of questions were not applicable to all of the respondents. The findings are presented under the same general categories into which the questionnaire was organized:

1. **Participant demographic background**
2. **Participant language background**
3. **Project recruitment and attendance**
4. **Project impact**

Exhibit 37
Participant Language Groups



1. PARTICIPANT DEMOGRAPHIC BACKGROUND

Place of Birth

Participants were asked to identify their place of birth. If born in the United States, they were asked to provide the name of the city and state. Two hundred and forty-four participants (82 percent) reported that they were born outside the United States. The remaining 53 (18 percent) were born in the United States.

A majority of the Spanish-speaking participants, 119 (70 percent) were born in Mexico. Of the remainder, 18 (11 percent) were born in Central America; four (2 percent) were born in Caribbean countries; seven (4 percent) were born in South America; one was born in Spain, and four (2 percent) were born in Indochina. Other than Native American participants, the Spanish speakers were the only group of participants born in the US (17). The Spanish speakers born in the US are from Texas, New Mexico, Arizona, or California.

Sixteen of the Kickapoo participants (80 percent) were born in the United States; three in Mexico, and one in Guatemala. The Chinese participants had somewhat diverse origins. A small majority, 17 of 33 (52 percent), of the Chinese participants were born in China; four (12 percent) were born in Hong Kong; 11 (33 percent) were born in Indochina, and two in Mexico. All but one of the Hmong participants were born in Laos and all but two of the Vietnamese participants were born in Vietnam. The other two Vietnamese speakers were born in Hong Kong and Peru. There were some unusual or unexpected responses, such as four native Spanish speakers born in Indochina and two native Chinese speakers born in Mexico. Exhibit 38 summarizes data on participant place of birth by language group and number.

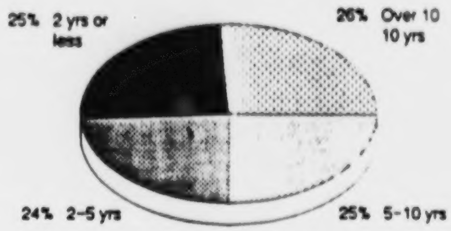
Exhibit 38
Place of Birth, by Language Group

Language Group	Place of Birth	Number of Participants
Spanish	USA: *Arizona*	19
	California	1
	New Mexico	1
	Texas	13
	unknown	3
	Mexico	119
	El Salvador	6
	Guatemala	2
	Honduras	2
	Nicaragua	6
	Panama	2
	Cuba	2
	Dominican Republic	2
	Argentina	2
	Bolivia	1
	Colombia	2
	Peru	1
	Uruguay	1
	Spain	1
	Cambodia	1
	Laos	1
	Vietnam	2
	unknown	1
	TOTAL	**191**
Kickapoo	USA: *Kansas*	1
	Oklahoma	6
	Texas	4
	Utah	2
	unknown	3
	Mexico	3
	Guatemala	1
	TOTAL	**20**
Chinese	China	17
	Hong Kong	4
	Cambodia	1
	Laos	1
	Vietnam	8
	Mexico	2
	TOTAL	**33**
Hmong	Laos	29
	Mexico	1
	TOTAL	**30**
Vietnamese	Vietnam	21
	Hong Kong	1
	Peru	1
	TOTAL	**23**

Length of Time in US

Participants born outside the US were asked to report on the length of time they had been in the US. Exhibit 39 presents information on the length of time foreign-born participants have resided in the US. Of the 244 participants that immigrated into the US, 62 (25 percent) had lived in the US two years or less. An additional 58 (24 percent) had lived in the US two to five years. Sixty-one (25 percent) had lived in the US from five to 10 years, and 63 (26 percent) indicated they had resided in the US over 10 years.

Exhibit 39
Length of Time in US



244 Participants indicated they were born outside the US

Spanish-speaking participants reported the highest number of individuals (44, or 29 percent) having lived in the US for over 10 years. More than half of the Spanish-speaking participants (53 percent) had been in the US for over five years. Chinese-speaking participants reported the highest percent of individuals (64 percent) who had been in the US for over five years. Chinese participants also reported the smallest percentage (21 percent) who had been in the US for two years or less.

The Hmong and Vietnamese speakers were among the most recent arrivals of the surveyed groups. Ten of the 30 Hmong (30 percent) and eight of the 23 Vietnamese (35 percent) had been in the US two years or less. Nearly half of the Hmong, but less than one third of the Vietnamese, had been in the US for over five years. Three of four foreign-born Kickapoo participants (75 percent) had been in the US for one year or less. Exhibit 40 provides data on the length of time respondents had been in the US by language group.

Exhibit 40
Length of Time in US of Foreign-Born Participants, by Language Group

Length of Time	Language Group											
	Spanish		Kickapoo		Chinese		Hmong		Vietnamese		All Groups	
	#	%	#	%	#	%	#	%	#	%	#	%
1 Year or Less	17	11.0	3	75.0	4	12.1	6	20.0	2	8.7	32	13.1
Over 1-2 Years	17	11.0	0	0.0	3	9.0	4	13.3	6	26.1	30	12.3
Over 2-3 Years	19	12.3	0	0.0	2	6.1	3	10.0	4	17.4	28	11.5
Over 3-5 Years	20	13.0	0	0.0	3	9.0	3	10.0	4	17.6	30	12.3
Over 5-10 Years	37	24.0	0	0.0	14	42.4	8	26.7	2	8.7	61	25.0
Over 10 Years	44	28.7	1	25.0	7	21.4	6	20.0	5	21.7	63	25.8
TOTAL	**154**	**100.0**	**4**	**100.0**	**33**	**100.0**	**30**	**100.0**	**23**	**100.0**	**244**	**100.0**

Family Characteristics

Program participants were also described in relation to the number and ages of their children and their children's participation in bilingual programs. Out of 297 respondents, 59 (19.9 percent) reported that they had no children currently living with them and an additional 20 participants (6 percent) reported that they had no children currently in school. (Most of these were accounted for by children who were not of school age.) Twelve respondents (4 percent) indicated that the oldest child was less than five years old. Six respondents (2 percent) reported having no children under 20 years of age. A total of 137 respondents (46 percent) reported having children in a bilingual education program. A similar number of respondents (131) indicated that their children were participating in FEL project activities.

The finding that some 79 (27 percent) participants had no children in school and a majority (54 percent) did not have children in a bilingual education program reflects the fact that some FEL projects had open admission policies, with some participants treating the FEL project as another ESL class. There is a certain logic to the open admission policy, which was expressed by the BOCES Geneseo Migrant Center staff. Because of the extended family structure, virtually any adult is likely to be a grandparent, aunt, uncle, or cousin of a bilingual program student. The influence on the target population will exist even if participants are not parents. Some projects included preschool children in the target population; this may account for some of the participating families reporting no children in school or in the bilingual education program.

Surveyed participants reported a total of 735 children living in their homes. The average family size was 3.1 children and most families had four or fewer children. One third of respondents with children reported that the youngest child was less than two years old. Participants reported having a total of 557 children who were enrolled in school. The average number of children in school per family was 2.6. Not surprisingly (in view of the larger age range), larger families were less likely to have all their children in school than smaller families.

A total of 264 children were reported to be enrolled in bilingual education classes. Two hundred and fifty participated in project activities. Participants with children in bilingual education programs reported an average of 1.9 children in such programs. The majority of the children in school were enrolled in bilingual education programs. To the extent that school children in bilingual education programs did not participate in FELP activities, their numbers were largely offset by preschool children who did participate in FELP activities. Characteristics of participants' families and children are presented in Exhibit 41.

Exhibit 41
Status of Participants and Their Children

Classification	**Number of Children**										**Total Children Reported by Classification**
	None[a]	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**11**	
	Number of Participants										
Children Living with Participant	59	41	59	59	42	12	14	4	6	1	735
Children in School	79	66	61	43	28	8	4	3	4	1	557
Children in Bilingual Program	159	62	41	21	13	1	0	0	0	0	264
Children Participating in FELP Activities	165	54	52	16	7	2	1	0	0	0	250

[a] Includes respondents who said the question was not applicable because they were not married.

2. PARTICIPANT LANGUAGE BACKGROUND

Total Group Oral English Language Skills

Of the 297 participants interviewed, 270 (91 percent) reported that the first language they spoke was the native language in which they were interviewed. Only two participants (both Spanish speakers) reported speaking English as their first language. Three other Spanish speakers first spoke other languages. Hmong participants first spoke Hmong; Vietnamese participants first spoke Vietnamese. Seven of the Chinese participants (21 percent) reported that the first language they spoke was other than Chinese; six first spoke Vietnamese, and one first spoke Cambodian. The Native Americans were also linguistically diverse. Eight of 20 Kickapoo participants (40 percent) reported that the first language they spoke was Spanish. Exhibit 42 provides data on the first language spoken by participants by language group.

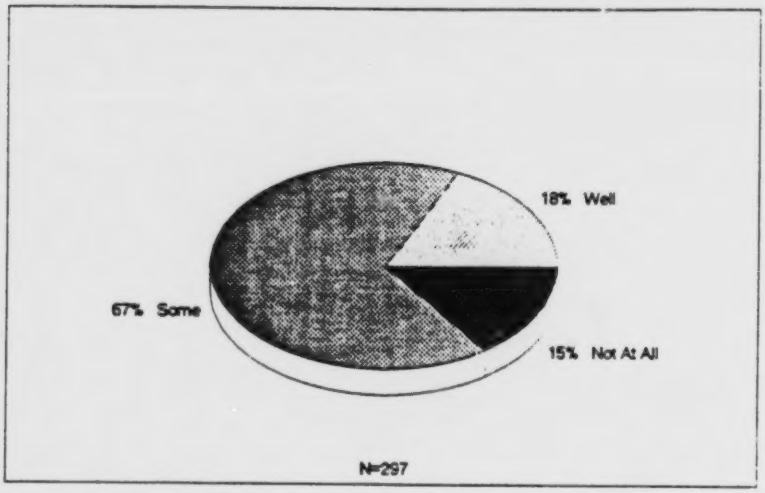
Obviously there were many levels of English abilities among the participants surveyed. Exhibit 43 presents oral English participant language skills. Some 198 of the participants (67 percent) reported that they could speak "some" English. Fifty-four (18 percent) reported that they could speak English "well." Forty-five (15 percent) reported that they could not speak English at all. Nearly 220 participants (71 percent) reported that they could understand English spoken by others while 77 (26 percent) reported that they could not understand English spoken by others. Two hundred eighty-five, 96 percent, of those who said they could speak English "well," 80 percent of those who said they could speak "some" English, and 20 percent of those who said they could not speak English at all indicated that they were able to understand spoken English.

Exhibit 44 provides information concerning the language participants use when speaking to their children. Only seven participants (2 percent) reported that they speak only English to their children. The same number reported that their children speak only English to them. Ninety-one respondents (31 percent) reported that they speak both English and their native language to their children. One hundred thirty-seven (46 percent) reported that their children use both languages when speaking to them. About 60 percent of participants reported that they speak to their children only in their native language, and about 40 percent reported that their children speak to them only in the native language. Of the 247 participants who responded to both questions, 172 (70 percent) reported both parents and their children speaking the same language mix, 61 (25 percent) reported that their children spoke more English than they did, and 14 (5 percent) reported that they spoke more English than their children. These data are summarized in Exhibit 42.

Exhibit 42
Oral Language Background

Language Use	Language Group					
	Spanish	Chinese	Hmong	Vietnamese	Kickapoo	TOTAL
	Number of Participants					
First Language Spoken						
English	2	-	-	-	-	2
Spanish	179	-	-	-	8	187
Yaqui	7	-	-	-	-	7
Kickapoo	-	-	-	-	12	12
Cambodian	-	1	-	-	-	1
Chinese	-	26	-	-	-	26
Hmong	-	-	30	-	-	30
Vietnamese	-	6	-	23	-	29
Conjobal	1	-	-	-	-	1
Mixteco	1	-	-	-	-	1
German	1	-	-	-	-	1
Ability to Speak English						
Well	39	1	1	1	12	54
Some	133	25	23	14	3	198
Not At All	19	7	6	8	5	45
Ability to Understand English When Others Speak It						
Yes	4	0	0	0	3	7
No	54	13	12	5	7	91
Language Participant Speaks to Children						
English Only	4	0	0	0	3	7
Native Language & English	54	13	12	5	7	91
Native Language Only	92	18	17	18	5	150
Language Children Speak to Participant						
English Only	5	0	0	0	2	7
Native Language & English	86	19	15	10	7	137
Native Language Only	58	12	14	13	6	103

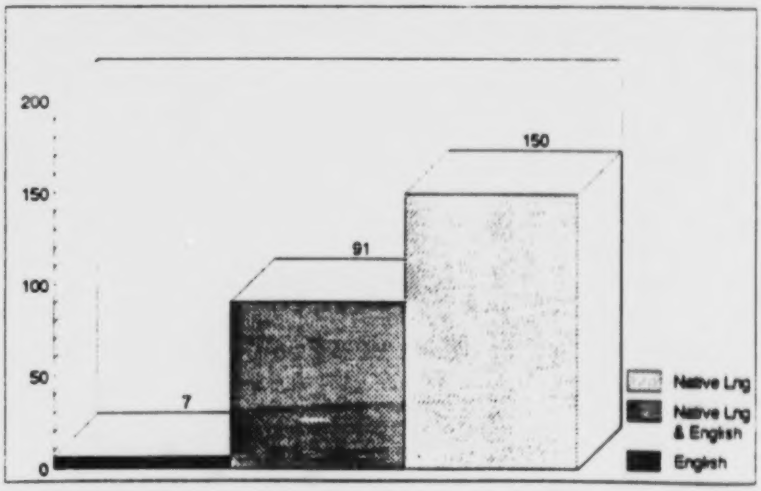
Exhibit 43
Oral English Participant Language Skills



Oral English Language Skills by Language Groups

Participants were asked to describe their oral English language skills before project enrollment. Exhibit 42 presents oral English language skills as described by participants. Of the Spanish speakers, 39 (16 percent) reported speaking English "well"; 133 participants (73 percent) reported speaking "some" English, and 19 participants (10 percent) reported not speaking English at all. Spanish-speaking participants and their children were slightly more likely to speak only the native language (Spanish) in the family relative to other language groups represented in the study.

Exhibit 44
Language Spoken by Participants to Children



Twelve of the 20 Kickapoo respondents (60 percent) reported speaking English "well" and 13 (65 percent) reported understanding spoken English. The Kickapoo participants were the only group other than Spanish that reported speaking only English in the home. Only five participants and six children spoke only the native language in the family, the lowest of any reporting group.

Chinese, Hmong, and Vietnamese speakers reported the least proficiency in English. Only one participant in each language group reported speaking English "well." Six Hmong (20 percent) and eight Vietnamese (35 percent) reported not speaking English at all. Almost two thirds of the Chinese and Hmong and 40 percent of the Vietnamese reported that they could understand spoken English. Eighteen (78 percent) of the Vietnamese participants, 18 (54 percent) of the Chinese, and 17 (57 percent) of the Hmong participants reported speaking only their native languages to their children. A majority of Vietnamese participants (56 percent), almost half of Hmong participants (47 percent), and 38 percent of Chinese participants reported that their children spoke only the native language to them. Exhibit 42 summarizes data on participant oral language skills and usage by language group and number.

Native Language Literacy

Participants were asked to describe their skill level in terms of reading and writing in their native language. Participants reported having relatively high levels of literacy in their native language. Out of 297 participants, 250 (84 percent) reported that they could read in their native languages, and 236 (79 percent) reported that they could write in their native languages. The remaining respondents reported that they could not read or write in their native language or gave other responses.

Spanish-language participants had the highest native language literacy rates. A total of 178 (93 percent) respondents reported that they could read Spanish, and 90 percent reported that they could write Spanish. The Kickapoo participants reported the lowest rates of native language literacy. Only 3 of 20 Kickapoo participants (15 percent) reported that they could read or write Kickapoo.

Chinese participants had the highest native language literacy rates of all Asian language groups; 31 (94 percent) could read and 30 (91 percent) could write Chinese (or, in one case, Vietnamese). Of the Vietnamese participants, 19 (83 percent) reported that they could read Vietnamese, and 17 (74 percent) reported that they could write in the language. Hmong participants had the lowest native language literacy of these groups; 20 (67 percent) could read Hmong, and 16 (53 percent) could read it. Exhibit 45 provides data on participants' native language literacy skills by language group and number of participants.

Exhibit 45
Native Language Literacy

Language Attribute	Language Group					
	Spanish	Chinese	Hmong	Vietnamese	Kickapoo	TOTAL
	Number of Participants					
Ability to Read Native Language						
Yes	178	30	20	19	3	250
No	13	2	10	4	17	46
Other Response[a]	0	1	0	0	0	1
Ability to Write Native Language						
Yes	171	29	16	17	3	236
No	20	3	14	6	17	60
Other Response[a]	0	1	0	0	0	1

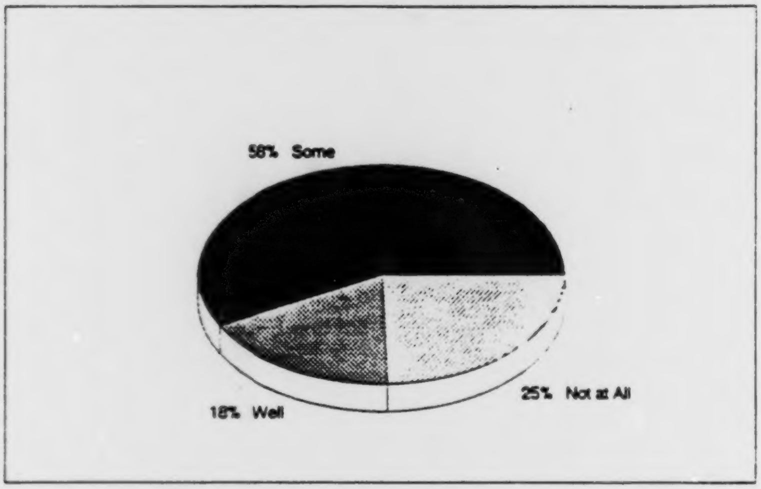
[a] A Chinese participant reported that he could read and write Vietnamese

English Literacy

Participants were asked to describe their abilities to read and write English. Overall reported proficiency in reading English was highly correlated to the reported ability to speak English. Reported proficiency in writing English had a somewhat lower correlation. Of the 297 participants, 191 (64 percent) reported that they could read "some" English. Of the remainder, 56 (19 percent) reported that they could read English "well," and 50 (17 percent) reported that they could not read English at all. By comparison, fewer participants reported that they could write English, with 58 percent stating they could write "some" English; 18 percent indicating they could write English "well," and 25 percent reporting they could not write English "at all." Exhibit 46 provides information on participants' abilities to write English.

Illiteracy in any language may have been a factor related to participants' ability to read and write English. Seven percent of the participants who said they could read "some" English and 20 percent who read no English could not read in their native language. Thirty-nine percent of the participants who read "well" in English said they were unable to read in their native language. Thirteen percent of the participants who said they could write "some" English and 21 percent who wrote no English were unable to write in their native language. Forty-three percent of the participants who said they wrote "well" in English did not write in their native language.

Exhibit 46
English Writing Proficiency



Obviously the literacy levels of the participants influence the use of reading materials. A total of 127 participants (42 percent) reported that they read English-language magazines, and 154 (52 percent) reported that they read English-language newspapers. Of those who reported reading English "well," 89 percent said they read English-language magazines, and 96 percent said they read English-language newspapers. Of those who reported reading "some" English, 38 percent said they read English-language magazines, and 49 percent said they read English-language newspapers.

Participants were also asked about their use of English at work. Of the 114 participants who responded to this question, 54 (47 percent) said that they read in English at work and 33 (29 percent) said they write in English at work. Seventy-six of the participants who reported reading English "well" said they read in English at work, and of those who reported writing English "well," 71 percent said they write in English at work. Forty-four of the participants who reported reading "some" English said they read English at work, and 23 percent of those who reported writing "some" English said they write English at work.

The number of Spanish-language participants who could read "some" English (125, or 63 percent) and write "some" English (109, or 58 percent) was slightly above the percentages reported by the total number of participants. Kickapoo participants were reported to be more literate in English than the other groups surveyed. Seven of 20 (35 percent) reported that they could read and write English "well," and 11 (50 percent) reported that they could read "some" English.

The Asian language groups were the least literate in English. Only one or two in each of these groups reported being able to read or write English "well." Fifty-two percent of the Vietnamese and 73 percent of the Chinese said they could read "some" English, and 25 percent of the Chinese and 43 percent of the Vietnamese said they could not read English at all. The Hmong reported higher levels of English writing proficiency (25, or 83 percent) than English reading proficiency (20, or 67 percent). Exhibit 47 presents summary data on the English literacy as reported by language group and number of participants.

Exhibit 47
English Language Literacy

Language Attribute	Language Group					
	Spanish	Chinese	Hmong	Vietnamese	Kickapoo	TOTAL
	Number of Participants					
Ability to Read English						
Well	46	1	1	1	7	**56**
Some	125	24	19	12	11	**191**
Not At All	20	8	10	10	2	**50**
Ability to Write English						
Well	38	1	2	1	7	**49**
Some	109	22	23	9	10	**173**
Not At All	44	10	5	13	3	**75**

Schooling

Participants were asked to provide information concerning the number of years they had attended school. The number of years of school reported by participants ranked from none to 17 years. Of the 297 participants, 75 (26 percent) had attended school four years or less; 84 (28 percent) had attended school five to eight years; 113 (38 percent) had nine to 12 years of education, and 25 (8 percent) reported more than 12 years of schooling.

The number of years of schooling appears to have some relationship to the native-language literacy levels. Twenty-five percent of those who said they could not write their native language and 29 percent of those who said they could not read in their native language reported having had no schooling. Forty percent of those who could not write their native language and 42 percent of those who could not read in the native language reported four or fewer years of school.

Levels of schooling varied greatly among language groups. Eleven Kickapoo (55 percent) reported having nine to 12 years of schooling. The Asian-language participants reported having far less education than the other groups. Twenty-three (70 percent) Chinese speakers reported less than nine years of schooling. Only three (10 percent) Hmong speakers reported having nine or more years of schooling. Twenty Vietnamese (over 86 percent) reported having less than eight years of schooling. Exhibit 48 summarizes the data reported on the number of years of schooling by language group and number.

Exhibit 48
Schooling

Language Group	Years of School										TOTAL
	Less than 1 Year		1-4 Years		5-8 Years		9-12 Years		Over 12 Years		
	#	%	#	%	#	%	#	%	#	%	
Spanish	9	4.7	18	9.4	54	28.3	90	47.1	20	10.5	**191**
Chinese	4	12.0	7	21.2	12	36.4	8	24.2	2	6.1	**33**
Hmong	15	50.0	9	30.0	3	10.1	2	6.7	1	3.3	**30**
Vietnamese	6	26.1	3	13.1	11	47.8	2	8.7	1	4.3	**23**
Kickapoo	3	15.0	1	5.0	4	20.0	11	55.0	1	5.0	**20**
All Groups	37	12.4	38	12.8	84	28.2	113	38.0	25	8.4	**297**

3. PROJECT RECRUITMENT AND ATTENDANCE

Outreach

Respondents were asked how they heard about the FEL project and to describe their reasons for enrolling in the project, their frequency of attendance, and the length of time they had participated in project services. Participant responses indicated that word of mouth was by far the most effective means of advertising the project. Almost half (141, or 47 percent) of the participants surveyed had heard about the FEL program by word of mouth. Specific sources of information included: friends (95), participants' own children (5), other relatives (33), and a parent sponsor (8).

School was the next most common source of information about the project. A total of 56 participants (19 percent) reported receiving some form of communication from the school. Specific sources of information included: a letter, notice, or flier sent home from the school (22); the children's teacher (20); a bilingual teacher or the ESL office (5); a school counselor (3), and information seen or obtained during school registration or another visit to the school (6).

The FEL project staff was also identified as a significant source of information, with 38 participants (13 percent) reporting project staff as being their initial source of information. Specific contacts included: a visit to the school, migrant camp, or home by a project staff person, usually an instructor (16); the community liaison at a school (12), and a presentation by the FEL director or staff (10).

The media provided initial information about the FEL project for 15 participants (5 percent). Specific sources included:

- A community newsletter (8);
- A bilingual or native-language newspaper (5);
- Television (1), and
- An announcement on native-language radio (1).

Twenty-one participants (78 percent) reported first hearing about the FEL project through some other organization in the community. These additional sources of information included:

- A social agency such as the Department of Social Services, the Welfare Department, the Employment Office, or Catholic Charities (9);
- A community center or tribal office (6);
- Church (3), and
- An employer (3).

The remaining respondents either gave no response or a vague response such as "I heard about it."

Participant Motivating Factors

Participants gave a variety of reasons for enrolling in the FEL projects. Reasons were often provided in several categories (the number of responses thus exceeds the number of respondents). Education was by far the most important reason reported, including the following:

- A majority (180) of the participants indicated that learning or improving their English was the reason for enrolling in FELP. Areas of English improvement that were mentioned included communication, reading, and writing. Of the total number responding to this question, 18 project participants specifically stated that they wanted to learn English to help their children.
- Learning to read and/or write was listed as a reason by eight respondents.
- Obtaining a GED was the enrollment rationale cited by 19 respondents.

- Learning (with no particular subject area specified) was given as a reason by 12 respondents. Three other respondents mentioned math or computers as the subject they wanted to learn about.

Children were the motivating factor for enrollment of 31 respondents (10 percent). Specific reasons for wanting to participate in the project included:

- Helping children with school, homework, or reading (10);
- Helping children in general (14);
- Spending time with children (4);
- Improving parenting skills (1), and
- Providing an activity that was good for a child or that the child liked (2).

Self-improvement was a reason cited by 28 respondents (9 percent). Respondents reported that they wanted to get a job or get a better job (14), or generally get ahead, better themselves, prepare for the future, or help their ethnic group (14).

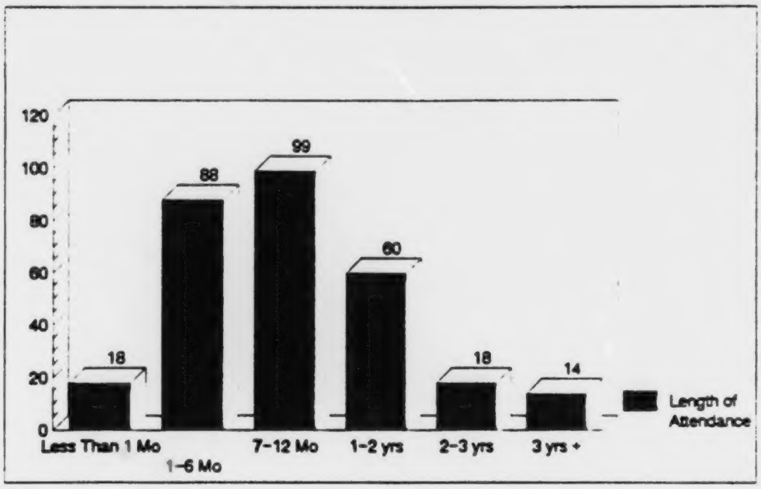
Twenty respondents (7 percent) provided reasons for enrolling in the FEL project that related to characteristics of the program. The reasons included convenience because the project was located near their home (6), child care was provided (3), and/or that the program sounded interesting (11). Five respondents (2 percent) reported enrolling in the FEL project because attendance was a welfare requirement.

The responses suggest that a desire to learn English is the primary reason given for participant enrollment. The opportunity to improve English language skills was seen as the strongest motivating factor for FEL project enrollment.

Length of Attendance

Participants were asked to provide information on the length of time they had participated in the FEL project. Attendance responses among participants were widely distributed, ranging from a few days to well over three years. Exhibit 49 describes the length of FEL attendance as reported by project participants. The median length of attendance was 10 months. The sampling procedure may have understated the proportion of participants in the One Month or Less category and probably the One to Three Months category; class lists used for the sample were often a few weeks old at the time of the site visit, and some participant interviews were not completed until two or three weeks after the site visit.

Exhibit 49
Length of FELP Attendance



Many of the FEL projects have an open entry - open exit policy that invites a participant to join at any time. This is reflected by the substantial number of participants who had been attending for a relatively short time in the late spring when site visits were conducted. Most of the FEL projects do not have an end-point for the instructional activities, although classes associated with public schools often end at the end of the academic year. One third of all participants (92) reported attending the FEL project for more than one year.

Length of attendance varied considerably by language group. Spanish-speaking participants reported attending project classes considerably longer than other groups, although many Spanish-speaking participants had only recently joined a FELP. Median attendance for Spanish-speaking participants was 12 months. All of the participants who had attended for more than three years (possible only when a FEL project was funded for two grant cycles) were Spanish speakers (12 months). Kickapoo participants were also relatively long attendees, with median attendance equaling that of the Spanish speakers. The median Hmong attendance was also two months above the overall median. The two language groups that reported the shortest attendance time were the Chinese and Vietnamese speakers. Median Chinese-speaking participant attendance was seven months, and seven (25 percent) of Chinese participants had attended three months or less. Median Vietnamese attendance rate was seven months, and six (25 percent) of Vietnamese-speaking participants had attended three months or less. Exhibit 50 provides data on the length of FEL program attendance by language group.

Exhibit 50
Length of FELP Attendance

Length of Attendance	Language Group					
	Spanish	Chinese	Hmong	Vietnamese	Kickapoo	TOTAL
	Number of Participants					
Less Than One Month	11	4	0	3	0	**18**
One to Three Months	20	4	7	6	2	**39**
Four to Six Months	30	6	5	4	4	**49**
Seven to Nine Months	30	4	1	3	0	**38**
Ten to Twelve Months	36	6	7	3	9	**61**
One to Two Years	40	5	9	2	4	**60**
Two to Three Years	10	4	1	2	1	**18**
Over Three Years	14	0	0	0	0	**14**
TOTAL	**191**	**33**	**30**	**23**	**20**	**297**

Frequency of Attendance

Participants were also asked to report on the frequency with which they attend project activities. Exhibit 51 presents data on attendance as reported by participants. Of the 297 participants providing data, 228 (80 percent) said that they attend "most classes," 50 (17 percent) said that they attend "some classes," and nine (3 percent) said that they "seldom" attend FELP classes. (Discussion with project staff and direct observation conducted during the site visits suggest that these responses may somewhat overstate the regularity of FELP project attendance.) The "seldom" and "some classes" responses may to some extent be related to a short length of attendance. Six of the nine respondents who said they "seldom" attend had attended the FELP classes for three months or less. The percent of participants who reported they attend "some" classes was higher among participants who had attended for three months or less than it was among those who had attended for a longer time.

Exhibit 51
Frequency of Attendance

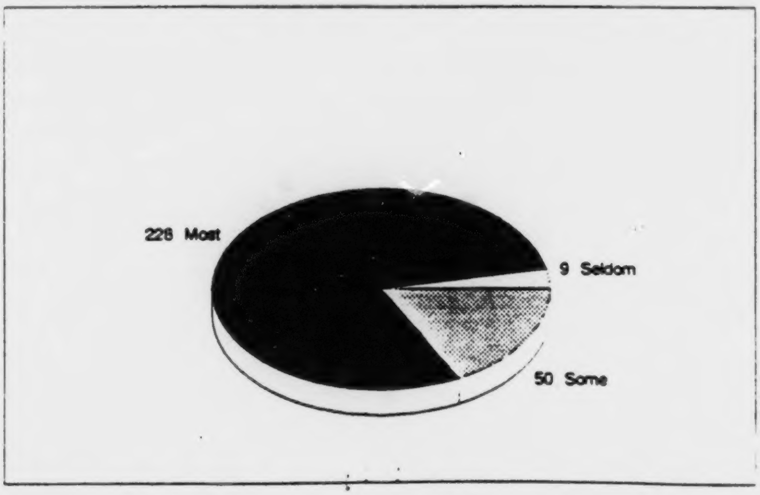
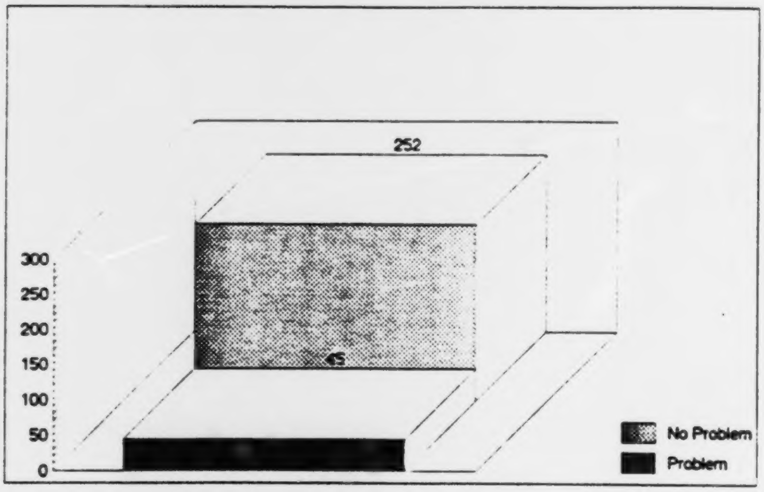


Exhibit 52 provides information on participant difficulty to attend class. Forty-five participants (15 percent) reported experiencing difficulty attending the FELP classes. An overwhelming majority of participants (252, or 85 percent) said they had no attendance difficulty. Participants who said they have difficulty comprise two thirds of those participants who responded "seldom" attending classes; over one quarter of participants who attend "some" classes, and just over 10 percent of participants who attend "most" classes. A chi-square test indicated that the relationship between reported difficulty and frequency of attendance is highly significant.

Exhibit 52
Difficulty of Attending Class



Forty-one participants (14 percent) provided a variety of reasons relating to the reported difficulty of class attendance. These included:

- Conflicting work schedules (10);
- Too tired after work (4);
- Too great a distance and/or transportation problems (13);
- Child care problems, or having young children (5);
- Having to care for other family members (2);
- Other conflicting activities (4), and
- Physical problems, including age and an accident (3).

Class Schedules

Participants were asked to provide some information on project schedules. Respondents were asked if they attended class or other project activities during the weekday, weekday evenings, or on weekends. A total of 153 participants (52 percent) reported attending classes on weekday evenings. Five reported attending daytime classes on weekdays. A handful (five) reported attending classes on weekends or daytime and evenings on weekdays. Daytime classes appear to be more convenient for participants who do not work regular hours. Evening classes allow for work, but the participants may be too tired to attend regularly. Working into the evening, as is common for agricultural workers in spring, may also disrupt attendance. Both site visit observations and the reasons given by participants suggest that evening classes may be less regularly attended than daytime classes for work-related reasons. The survey data tend to corroborate this: Although virtually equal numbers of participants who reported attending "most classes" attend daytime and evening classes, more than twice as many participants who attend "some" classes attend evening classes as attend daytime classes. A chi-square test indicated that this difference is significant at the 0.1 level.

Project-Related Travel

Participants were asked to comment on the mode of transportation used to travel to the FEL project instructional site and on the amount of travel time required. Reported travel time to the FELP classes ranged from zero (in the case of home-based or migrant camp-based classes) to as long as 90 minutes. The average travel time was just over 15 minutes.

Participants reported traveling to class by various means (some participants reported using more than one mode of transportation, thus reported percentages may exceed 100). Walking was the most common means of traveling used by 113 participants (38 percent); 91 (31 percent) reported riding with friends; 82 (28 percent) drove, and 44 (15 percent) traveled by bus. Travel times differed depending on the form of transportation, illustrated as follows:

- Walking was generally the fastest way to get to class. Median reported walking time was 10 minutes. The maximum reported walking time was 45 minutes.
- Riding with friends generally took more time. Median reported riding time was 15 minutes, and the maximum reported riding time was 45 minutes.
- Driving tended to take slightly longer than riding with friends. Median reported driving time was 15 minutes, and the maximum reported was 50 minutes.
- Riding the bus took substantially more time than any other reported mode of travel. Median reported bus travel time was 25 minutes with a maximum time of 90 minutes. Riding the bus accounted for all reported travel times of an hour or more.

Asked if it took too long to get to the FEL project classes, 25 of 271 participants (9 percent) said yes. Examination of these responses by the actual reported travel time indicates that the proportion of participants who said the travel was too long increased sharply above 20 minutes travel time. Only 4 percent of the participants who reported travel time of 20 minutes or less said that it took too long, and 40 percent of the participants who reported travel time of over 20 minutes said that it took too long.

Length of travel time does not appear to have an adverse impact on attendance. Eight of nine participants who reported "seldom" attending class indicated median travel times or less, all nine have travel times of less than the 20 minutes that seemed generally acceptable, and none voicing an opinion said that the travel time was too long. Conversely, all participants with travel times over 45 minutes and all but one who said that travel time was too long reported attending "most" classes. Indeed, the positive relationship between reported attendance and travel time is statistically significant at the 0.05 level. It appears that well-motivated participants will travel considerable distances, whereas substantial travel time dissuades the less motivated to attend or enroll in the program.

Child-Related Activities

Participants were asked if they brought their children to project activities and if so to indicate the activities they participated in with their children. A total of 145 participants (49 percent) reported that they bring children to FELP activities. A total of 250 children were reported participating in a variety of project activities. Participants who reported bringing their children to FELP activities listed the activities they participate in with their children. Responses included the following activities:

- Reading to the children (121);
- Storytelling (124);
- Writing (97);
- Crafts (129), and
- Play and games (128)

Other activities not enumerated on the questionnaire included:

- Cooking (5);
- Household chores (6);
- Outings to the library, park, or for a walk (6);
- Gardening (3);
- Art, including painting, drawing, and coloring (10);
- Singing or talking (4);
- Sports (3);
- Child care (8);

- Computer workshops (2);
- Dinners or functions at school or in the community (7);
- Helping children with homework (4), and
- Teaching children what the participant learned at the FELP (2).

Respondents appeared to recognize the importance of engaging in parent/child activities and made an effort to bring their children to FEL project activities. It should also be noted that the types of activities reported would also encourage doing the activities at home, e.g. reading to the children and storytelling. Thus, these activities have the potential to serve as reinforcement at home.

Staff Home Visitation

Participants were asked to provide information on teacher home visitation. Information included number of visits made and the activities teachers engaged in during these home visits. Forty participants (13 percent) responded that project teachers had visited their homes. Of these, 18 provided additional information. Seven reported being visited once; six indicated being visited twice, and five said they had been visited between three and eight times. Several participants reported living in homes or migrant camps where FEL classes were taught on a regular basis.

Participants described a number of activities that project teachers engaged in when they came to visit. These included:

- Interviewing, visiting, or socializing with the participant (6);

- Talking about the FEL project (3);

- Helping the participant with FEL activities (2);

- Following up on a participant who was not attending classes (1);

- Providing information or enrollment assistance for the children's school (4);

- Helping with children's school work (1);

- Providing or helping the participant obtain direct services -- transporting the participant, helping fill out forms, etc. (10), and

- Interviewing the participant for a cable TV show (1).

4. PROJECT IMPACT

Overview

Participants were asked a series of questions about their proficiency in doing a number of activities before they enrolled in the FEL project and after participating in the project ("now"). These questions dealt with a variety of everyday activities and with a more narrowly targeted set of activities related to their children's school and homework. Participants were asked whether they could do each activity before joining the program and, if so, whether they could do it with "great difficulty," "some difficulty," or "ease." The respondents were asked to respond to the same questions using the present time frame (now can you ...).

The responses are summarized in Exhibit 53 and Exhibit 54. Responses are grouped by reported proficiency before entering the program. Within each of these four groups, responses are further grouped by reported current proficiency. There are 10 possible combinations of proficiency "before" and "now" (disregarding the possibility, which no one reported, that they could not do as well now as before the program). Exhibits 55 and 56 summarize the responses in terms of level of improvement. Respondents who said they could not do an activity or could do it with great difficulty or some difficulty, and who reported no improvement, are grouped together. Respondents who reported one level of improvement are grouped together, as are respondents who reported two levels of improvement and those who reported three levels of improvement (a result possible only if they could not do an activity before the program and could do it with ease now). Some respondents reported they could do an activity with ease before the program.

Seventy participants (24 percent) did not respond to the questions on proficiency in activities related to school or children's homework. A number of these respondents had no school-age children. Twelve participants (4 percent) responded to the "before" question, but noted that the "now" question was not applicable because their youngest child was now beyond school age. In a few cases, participants did not respond for other reasons.

Relative Proficiency

A general sense of the gains in proficiency of project participants can be obtained by averaging together the results for all 21 categories of achievement described in the participant questionnaire. In summary:

- Fifty-six participants (19 percent) reported that they could do activities "with ease" before enrolling in the FELP, which was the highest level of proficiency covered in the question;
- Eighty-nine participants (30 percent) could not do activities or could do them with great or some difficulty before the program and reported no improvement in ability since, and

- One hundred fifty-one participants (51 percent) reported some degree of improvement.

Virtually the same results were reported for both the general activities and the activities related to children and school.

Exhibit 53
Proficiency in General Activities Prior to and After Enrolling in the FELP

Proficiency Before:	None				Great Difficulty			Some Difficulty		Ease	Total Responses
Activity/Skill Now:	None	G.D.	S.D.	Ease	G.D.	S.D.	Ease	S.D.	Ease	Ease	
Read Labels in English	33	28	64	15	4	33	8	14	34	63	**296**
Watch TV News in English	50	45	63	9	14	37	2	8	21	48	**297**
Read Notices in English in a Supermarket	25	25	72	18	5	37	8	11	30	66	**297**
Take Public Transportation	101	10	36	13	7	15	15	5	26	69	**297**
Shop for Groceries in an English-speaking Market	27	22	50	17	9	31	7	19	29	86	**297**
Look up a Telephone Number in a Telephone Book	75	17	48	16	4	17	7	10	25	78	**297**
Make a Telephone Call to an English Speaker	68	32	74	13	5	24	5	10	17	49	**297**
Call a Doctor/Clinic for Medical Help in English	99	30	67	9	9	13	7	8	10	45	**297**
Fill Out a Job Application in English	90	29	48	13	1	13	6	10	15	49	**274**
Write Letters in English	134	38	63	3	6	6	1	7	4	35	**297**
Go to the Public Library to Check Out Books	86	25	50	26	6	10	3	8	19	63	**296**

None = Could/cannot do.
G.D. = Could/can do with great difficulty.
S.D. = Could/can do with some difficulty.
Ease = Could/can do with ease.

Exhibit 54
Proficiency in School-Related Activities Prior to and After Enrolling in the FELP

Proficiency Before:	None				Great Difficulty			Some Difficulty		Ease	Total Responses
Activity/Skill Now:	None	G.D.	S.D.	Ease	G.D.	S.D.	Ease	S.D.	Ease	Ease	
Read Aloud to Children in English	63	32	70	8	0	11	4	2	12	27	229
Talk with Children's Teachers in English	83	32	60	2	0	11	2	2	10	26	228
Help Children with Their Homework	59	20	39	3	4	27	3	6	27	39	227
Attend Parent Night at School	51	22	40	6	8	24	2	12	20	44	229
Read Notes/Newsletters from School in English	55	28	51	6	3	22	3	6	19	33	226
Read and Return School Field Trip Permission Forms	49	15	45	8	4	20	5	6	23	51	226
Read Report Cards in English	46	22	50	13	4	20	4	3	15	47	224
Take Child to the Library	74	13	31	27	4	10	2	4	19	43	227
Attend PTA Meetings	73	18	40	6	11	17	6	4	13	37	225
Attend Teacher Conferences	51	18	40	6	9	18	4	12	16	50	224

None = Could/cannot do.
G.D. = Could/can do with great difficulty.
S.D. = Could/can do with some difficulty.
Ease = Could/can do with ease.

Exhibit 55

Improvement in Proficiency in General Activities Since Enrolling in the FELP

Activity/Skill	Degree of Improvement						Total Responses
	None[a]	One Level[b]	Two Levels[c]	Three Levels[d]	Average[e]	Highest Level[f]	
Read Labels in English	51	95	72	15	1.22	63	**296**
Watch TV News in English	72	103	65	9	1.04	48	**297**
Read Notices in English in a Supermarket	41	92	80	18	1.32	66	**297**
Take Public Transportation	113	51	51	13	0.84	69	**297**
Shop for Groceries in an English-speaking Market	55	82	57	17	1.17	86	**297**
Look up a Telephone Number in a Telephone Book	89	59	55	16	0.99	78	**297**
Make a Telephone Call to an English Speaker	83	73	79	13	1.09	49	**297**
Call a Doctor/Clinic for Medical Help in English	116	53	74	9	0.90	45	**297**
Fill Out a Job Application in English	101	57	54	13	0.91	49	**274**
Write Letters in English	147	48	64	3	0.71	35	**297**
Go to the Public Library to Check Out Books	100	54	53	26	1.02	63	**296**

[a] Could not do, could do with great difficulty, or could do with some difficulty both before enrolling and now.

[b] Could not do before enrolling and can do now with great difficulty; could do with great difficulty before enrolling and with some difficulty now; or could do with some difficulty before enrolling and with ease now.

[c] Could not do before enrolling and can do with some difficulty now; or could do with great difficulty before and with ease now.

[d] Could not do before enrolling and can do with ease now.

[e] Weighted average of all responding participants who were not at the highest level of proficiency before enrolling. Weights for improvement are: No improvement = 0; one level of improvement = 1; two levels of improvement = 2; and three levels of improvement = 3.

[f] Could do with ease before enrolling as well as now.

Exhibit 56
Improvement in Proficiency in School-Related Activities Since Enrolling in the FELP

Activity/Skill	Degree of Improvement						Total Responses
	None[a]	One Level[b]	Two Levels[c]	Three Levels[d]	Average[e]	Highest Level[f]	
Read Aloud to Children in English	65	55	74	8	1.12	27	229
Talk with Children's Teachers in English	85	53	62	2	0.91	26	228
Help Children with Their Homework	69	74	42	3	0.89	39	227
Attend Parent Night at School	71	66	42	6	0.91	44	229
Read Notes/Newsletters from School in English	64	69	54	6	1.01	33	226
Read and Return School Field Trip Permission Forms	59	58	50	8	1.04	51	226
Read Report Cards in English	53	57	54	13	1.15	47	224
Take Child to the Library	82	42	33	27	1.03	43	227
Attend PTA Meetings	88	48	46	6	0.84	37	225
Attend Teacher Conferences	72	52	44	6	0.91	50	224

[a] Could not do, could do with great difficulty, or could do with some difficulty both before enrolling and now.

[b] Could not do before enrolling and can do now with great difficulty; could do with great difficulty before enrolling and with some difficulty now; or could do with some difficulty before enrolling and with ease now.

[c] Could not do before enrolling and can do with some difficulty now; or could do with great difficulty before and with ease now.

[d] Could not do before enrolling and can do with ease now.

[e] Weighted average of all responding participants who were not at the highest level of proficiency before enrolling. Weights for improvement are: No improvement = 0; one level of improvement = 1; two levels of improvement = 2; and three levels of improvement = 3.

[f] Could do with ease before enrolling as well as now.

Participants, including those who reported no improvement, averaged almost exactly one level of improvement. Differences in average improvement between general activities (1.02 levels) and school-related activities (0.98 levels) were minimal.

There were substantial differences in the failure to improve at all, depending on the proficiency reported prior to project enrollment.

- Of the participants who could not do an activity prior to the FELP, 42 percent still could not do the activity when interviewed.
- Of the participants who reported great difficulty in an activity prior to the FELP, 15 percent still reported great difficulty when interviewed.
- Of the participants who reported some difficulty in an activity prior to the FELP, 29 percent reported no improvement when interviewed.

Improvement was shown by a higher proportion of participants reporting great prior difficulty than of participants reporting no prior proficiency for all 21 individual activities. Similarly, improvement was shown by a higher proportion of participants reporting great prior difficulty than of participants reporting some prior difficulty for 19 of the 21 activities. Improvement was shown by a higher proportion of participants reporting some prior difficulty than of participants reporting no prior proficiency for six of the 11 general activities and for all activities related to children and school. Possible explanations for these results include:

- In some cases, participants may have reported that they could not do an activity because they had no occasion to do it. If this was the case, it would be quite normal to be still not able to do it, because they had no need to do the activity. For example, some participants did not use or probably need to use public transportation. Conversely, participants who reported some prior proficiency would need to do an activity, and could show improvement through practice. Possible examples of this type of activity include filling out a job application (many participants were not in the labor market) or writing letters in English.
- It may be considerably more difficult and take more time to train a participant who cannot do an activity in English to the point where he/she can, than to improve the skills of a participant who can do an activity with considerable difficulty.
- Improvement in proficiency may be subject to diminishing returns. It may be easier for an FEL project to help a participant who can basically perform an activity with great difficulty than a participant who is more proficient. An example would be writing letters in English.

Individual Activities

There was a considerable range in the degree of improvement in proficiency shown in different activities. Activities where participants reported the most progress will be discussed first, followed by those where the least progress was reported. Improvement will be reported for tutor participants and for participants by agency type. Some differences in participant improvement in a number of activities were noted when reported by agency. These differences were not significant but are noteworthy.

Activities where the greatest improvement was reported include the following:

- Reading notices in English in a supermarket was the activity with the greatest average improvement (1.32 levels). The smallest percentage of participants (14 percent) showed no improvement. LEA participants reported greater improvement than did those enrolled in IHE or NPO-based projects.

- Reading labels in English had the second highest average improvement (1.22 levels) and the second lowest percentage of participants who showed no improvement (17 percent). Participants enrolled in LEA-based projects showed greater improvement in this activity than did IHE or NPO-based project participants.

- Shopping for groceries in an English-speaking market was an activity with the third highest average improvement (1.17 levels). This activity also had the highest percentage of participants who reported doing it with ease prior to the FELP (29 percent). The third lowest percentage of participants showed no improvement (19 percent). The greatest improvement was reported by LEA participants.

- Reading report cards in English was an activity with a high average improvement (1.15 levels) and relatively low percentage of participants who showed no improvement (24 percent). LEA-based project participants reported greater improvement than other agency participants.

- Reading aloud to children in English also had a relatively high average improvement (1.12 levels) and a below-average percentage of participants who showed no improvement (28 percent). These results are made somewhat more impressive by the fact that this activity had one of the three lowest percentages of participants who said they could do it with ease prior to the project (12 percent). LEA-based project participants reported higher gains than their IHE or NPO-based counterparts.

Other activities with an average improvement above the mean for all activities included the following:

- Making a telephone call to an English speaker (1.09 levels average improvement). LEA-based project participants showed the greatest improvement.
- Watching TV news in English (1.04 levels average improvement). LEA-based project participants showed the greatest improvement.
- Reading and returning field trip permission forms (1.03 levels average improvement). LEA-based project participants showed the greatest improvement.
- Taking a child to the library (1.03 levels average improvement). LEA-based project participants showed greater improvement than did their IHE or NPO counterparts.
- Going to the public library to check out books (1.02 levels average improvement). IHE-based project participants showed greater improvement on this activity than did their LEA or NPO counterparts.
- Reading notes or newsletters from school in English (1.01 levels average improvement). LEA-based project participants showed greater improvement than did their IHE or LEA-based counterparts.

Activities in which the least improvement was reported by participants included the following:

- Writing letters in English, generally considered a fairly difficult task, was the activity with the lowest average improvement (0.71 levels) and the highest percentage of participants who showed no improvement (49 percent). This activity also had one of the lowest percentages of participants who said they could do it with ease prior to the FELP (12 percent).
- Attending PTA meetings was tied for second in the lowest average improvement (0.84 levels) and had the second highest percentage of participants who showed no improvement (39 percent).
- Taking public transportation was also tied for second lowest average improvement (0.84) and had a high percentage of participants who showed no improvement (38 percent). The percentage of participants who said they could do this with ease prior to the FELP (23 percent) was well above average.

- Helping children with homework had a relatively low average improvement (0.89 percent). The percentages of participants who showed no improvement and who said they could do this with ease prior to FELP, however, were about average for all activities.

The majority of the remaining activities showed overall minimal levels of improvement. LEA-based project participants showed greater improvement than did their IHE or NPO counterparts on all of the following activities.

- Calling a doctor or clinic for medical help in English (0.90 levels average improvement);
- Filling out a job application in English (0.91 levels average improvement);
- Talking with children's teachers in English (0.91 levels average improvement);
- Attending parent night at school (0.91 levels average improvement);
- Attending teacher conferences (0.91 levels average improvement), and
- Looking up a telephone number in a telephone book (0.99 levels average improvement).

The activities in which greater than average improvement in proficiency was reported and those in which less than average improvement was reported have quite different characteristics.

- Most activities in which above-average improvement was reported -- especially those in which the greatest improvement was found -- involve relatively simple reading or listening in English and no or minimal interaction with English speakers.
- Most activities in which below-average improvement was reported involve verbal or written expression of some complexity and direct -- often one-on-one -- interaction with English speakers.

Relationship Between Improvement in Proficiency and Length of FEL Project Attendance

The purpose of the study is to describe the features of the FEL program and participants. The study is descriptive in nature. This section, however, provides a limited statistical analysis of relationships existing between several skills or behaviors and length of project attendance. It is intended to provide additional data related to project impact.

A reasonable expectation is that the longer a participant attends a FEL project the more proficient he/she will become in various English skills and activities. An analysis was performed to identify the relationship between degree of improvement in the 21 activities included in the survey, and length of attendance. For this analysis, length of attendance was divided into three classes:

- Six months or less;
- Six months to one year, and
- More than one year.

Three measures were used to indicate differences in improvement in these length of attendance groups:

- Percent of participants by length of participation showing improvement (other than those who could do the activity with ease before enrolling in the FEL project);
- Average number of levels of improvement (with levels defined as not able to do the activity, able to do it with great difficulty, able to do it with some difficulty, and able to do it with ease), and
- A chi-square measure of significance of differences found in a cross tab of the length of attendance and the numbers of levels of improvement.

In a majority of cases, proficiency improvements increased monotonically with each successive length of attendance group. In the cases most strongly monotonically increasing improvement, the proportion of participants showing no improvement in the over one year attendance group was at least 35 percentage points below that of the six months or less group; the corresponding differential for average level of improvement was at least one third of a level, and the differences in the cross tabs were significant at the 0.01 level. These activities included:

- Taking children to the library;
- Reading and returning school field trip permission forms, and
- Reading report cards in English.

A second group of activities exhibited differentials between the shortest and longest attending group (i.e., six months or less and over one year, respectively) of 19 to 33 percentage points in the proportion of participants who made no improvement and one quarter to one third of a level in average improvement. Cross tabs for this group of activities showed differences significant at the 0.05 or 0.10 level. These activities included:

- Reading aloud to children;
- Attending parent night at school;

- Attending PTA meetings, and

- Attending teacher conferences.

Other activities exhibited monotonic improvement but had much smaller differentials between the shortest and longest attending group for at least one measure of improvement, showed little or no differential in average level of improvement between the six-to-twelve-month and over-one-year groups, and/or had little or no statistical significance in the cross tabs. This group of activities included:

- Reading notes and newsletters from school in English;

- Filling out a job application;

- Talking with children's teachers in English;

- Making a telephone call to an English speaker, and

- Looking up a telephone number in a telephone book.

In some activities, participants attending an FEL project for over a year reported substantially higher improvement than participants attending for six months or less. In these activities, however, the group of participants attending for six to twelve months showed (by one of the measures of improvement) more improvement than the longest attending group or less improvement than the shortest attending group. Significance of the cross tab varied among these activities. The activities included:

- Reading notices in English in a supermarket;

- Reading labels in English, and

- Going to the public library to check out books.

In two other activities, participants attending six to twelve months showed substantially higher levels of improvement than participants attending six months or less. Participants attending for over a year, however, showed much less improvement than those attending six to twelve months and little more improvement than those attending six months or less. These activities were:

- Helping children with homework, and

- Calling a doctor or clinic for medical help in English.

In a few activities, the greatest level of improvement (by both measures, in all but one case) was reported by participants who had attended an FEL project for six months or less. These activities were:

- Shopping for groceries in an English-speaking market;
- Watching TV news in English;
- Writing letters in English, and
- Taking public transportation.

Differences in improvement were very small for the ability to shop for groceries in an English-speaking market. For writing letters in English, the cross tab results were significant at the 0.10 level.

The most striking finding from these data is that relationship between degree of improvement in proficiency and length of project attendance is far stronger for the activities related to school and children than it is for the more general activities. All seven activities showing the strongest and most significant relationship between improvement and length of attendance are related to children and school. Nine of 10 activities related to children and school show improvement increasing monotonically with attendance; only three of 11 general activities clearly exhibit this pattern. This finding suggests that FEL projects are indeed emphasizing activities related to the children's education and that this emphasis has a cumulative impact over time.

Most of the activities that require direct interaction with English speakers are characterized by improvement in proficiency that increases with length of attendance. The only real exception is that participants attending FEL projects for over a year reported about the same improvement in calling a doctor or clinic as the shortest attending participants. Many of the receptive reading and listening activities tend to show mixed or no increases in improvement with longer attendance. This difference between receptive skills and active one-on-one interaction is not as pronounced as in the findings above on absolute levels of improvement. Nevertheless, the pattern appears to be that for the more difficult activities and the ones involving greater initiative and risk of personal embarrassment, proficiency increases most with longer FEL project attendance.

Activities where the highest level of improvement is reported by the shortest attending participants are difficult to interpret. Except for writing letters in English, substantial improvement in proficiency in these activities appears possible in a relatively short period of time. Many of the participants may not have occasion to take public transportation, and suitable native-language substitutes may be available for the other three activities, so that many of the longer attending participants may not feel much need for these activities. These factors may help explain these results. Exhibits 57 and 58 present results on the degree of improvement in those activities included in the survey by length of attendance.

Exhibit 57

Improvement in Proficiency in General Activities by Length of FELP Attendance

Activity/Skill	Percent of Participants Showing Improvement			Average Improvement			Level of Statistical Significance[a]
	6 Months or Less	Over 6-12 Months	Over 1 Year	6 Months or Less	Over 6-12 Months	Over 1 Year	
Read Labels in English	67%	83%	86%	1.12	1.30	1.22	0.05
Watch TV News in English	72%	67%	75%	1.11	0.98	1.04	None
Read Notices in English in a Supermarket	80%	79%	90%	1.29	1.31	1.39	None
Take Public Transportation	61%	42%	48%	1.00	0.65	0.89	0.15
Shop for Groceries in an English-speaking Market	75%	73%	74%	1.22	1.10	1.19	None
Look up a Telephone Number in a Telephone Book	54%	59%	68%	0.65	0.98	0.98	0.20
Make a Telephone Call to an English Speaker	64%	66%	70%	1.06	1.08	1.14	None
Call a Doctor/Clinic for Medical Help in English	57%	50%	55%	0.98	0.79	0.96	0.05
Fill Out a Job Application in English	46%	56%	65%	0.80	0.92	1.01	None
Write Letters in English	52%	35%	45%	0.83	0.60	0.69	0.10
Go to the Public Library to Check Out Books	45%	63%	68%	0.84	1.19	1.10	0.01

[a] Statistical significance of the relationship between improvement and FELP attendance is measured by a chi-square test of a cross tabulation of the degree of improvement defined in the notes to Exhibit 44 (no levels, one level, two levels, and three levels) and the length of time attending the FELP (six months or less, over six months but not over 12 months, and over one year).

Exhibit 58

Improvement in Proficiency in School-Related Activities by Length of FELP Attendance

Activity/Skill	Percent of Participants Showing Improvement			Average Improvement			Level of Statistical Significance[a]
	6 Months or Less	Over 6-12 Months	Over 1 Year	6 Months or Less	Over 6-12 Months	Over 1 Year	
Read Aloud to Children in English	58%	66%	79%	0.96	1.12	1.29	0.10
Talk with Children's Teachers in English	51%	58%	65%	0.77	0.97	0.97	None
Help Children with Their Homework	56%	69%	65%	0.85	0.94	0.87	None
Attend Parent Night at School	46%	70%	73%	0.73	1.02	1.02	0.05
Read Notes/Newsletters from School in English	56%	69%	75%	0.92	1.03	1.07	0.20
Read and Return School Field Trip Permission Forms	51%	68%	84%	0.87	1.07	1.22	0.01
Read Report Cards in English	51%	75%	88%	0.96	1.23	1.29	0.01
Take Child to the Library	39%	57%	75%	0.86	1.00	1.37	0.01
Attend PTA Meetings	41%	60%	60%	0.66	0.90	0.98	0.10
Attend Teacher Conferences	44%	71%	63%	0.69	1.04	1.00	0.05

[a] Statistical significance of the relationship between improvement and FELP attendance is measured by a chi-square test of a cross tabulation of the degree of improvement defined in the notes to Exhibit 45 (no levels, one level, two levels, and three levels) and the length of time attending the FELP (six months or less, over six months but not over 12 months, and over one year).

Project Benefits

Participants were asked to comment on the benefits of the program. They were asked to explain: 1) how the FEL project had helped them, 2) how the project had helped their children, and 3) if they would recommend the project to their friends. In all three cases a number of participants gave more than one response, so that the total number of responses exceeds the total number of respondents.

Almost two thirds of participants (193) cited learning or improving English as the way the FELP had helped them. Ability to communicate, speak, understand, read, and/or write in English were among the specific benefits. Many participants cited one or more example:

- Learning or improving their English was cited as a benefit by 107 participants (36 percent).
- Improved English for everyday activities (e.g., shopping, watching TV, using the telephone, going to doctors, and filling out forms or applications) was cited as a benefit by 55 participants (19 percent).
- English that was helpful at work or on the job was cited by 42 participants. Better communications with the boss or co-workers and getting a better job were also responses (14 percent).
- Improved reading and/or writing was cited as a benefit by 20 participants (7 percent). Of these, two participants mentioned improved reading/writing in Spanish as a benefit.
- Better communication with children's schools or teachers through improved English was cited as a benefit by nine participants (3 percent).
- Help in pursuing a GED was noted as a benefit by seven respondents (2 percent).
- Learning non-English subjects such as math and computers was given as a benefit by seven respondents (2 percent).
- Learning more about dealing with schools, the community, or agencies was cited as a benefit by two participants.

A number of participants noted attitudinal changes, some of which may have implications for dealing with children as a project-related benefit.

- Improved self-esteem or feeling more secure, confident, or at ease was cited as a project benefit by 21 respondents (7 percent).
- Improved patience was cited as a project benefit by three participants.

- Becoming more outgoing or sociable was reported as a project benefit by two respondents.

Nearly 25 percent of the participants reported that they had been helped by the FEL project in a way that directly involved their children. Specific benefits for participant children included the following:

- Helping their children was cited as a benefit by 44 participants (15 percent). Of these:
    - 10 explicitly mentioned helping children with their homework;
    - 16 mentioned helping children with some type of work, and
    - 18 mentioned helping children in a non-specified way.

- Contributing to more and better communication with their children and family was cited as a benefit by 19 participants (7 percent).

- Improved parenting was cited as a benefit by nine participants (3 percent).

- Spending more time and paying more attention to their children was cited as a benefit by four participants.

- Getting ideas on specific activities to do with children was cited as a benefit by four participants.

Eight participants reported that they had not been helped, most adding "much" or "yet."

Participants were asked to respond to how the FEL project had helped children generally and in relation to children's learning, attitude, or behavior, or the relationships of the participants and their children. Again, some participants gave more than one response. Responses included:

- Children understood and performed better in school (21);

- Children took more initiative and responsibility in homework and in other activities (19);

- Children were more self-confident or happier (11);

- Children socialized better with their peers (7), and

- Children spoke out and participated more in class (5).

Elements of improved parent-child relationships included:

- Better communication and understanding with children (25), and
- Participants getting along better with their children (7).

Improved reading was reported by 21 participants. Examples included:

- Participants reading more to or with their children (11), and
- Children reading more by themselves or to each other (10).

Twenty-eight participants (9 percent) noted that they were more involved in or knowledgeable about school and other aspects of their children's lives:

- More involvement and interest in the school, and/or better communication with the school and teachers was reported by 13 participants (4 percent).
- Eight participants (3 percent) reported that, as a result of project participation, they felt better able to motivate, encourage, or inspire their children to do better in school.
- Better ability of participants to advise children and help prepare them for life was reported by seven participants (2 percent), some of whom specifically mentioned learning more about drugs.

A total of 51 participants (17 percent) reported some aspect of homework assistance as a benefit to the children. Examples include the following:

- 24 participants (8 percent) reported helping their children with their homework.
- 21 participants (7 percent) reported that their children helped them learn English.
- Seven participants reported mutual assistance; they helped their children with their school homework, and their children helped the participants with their FEL project homework. "We study together," one participant reported. It was clear in most of these responses, as well as some of the responses reporting that children helped the participants learn English, that many of these participants sensed that their own studies and giving the children a chance to play tutor and work together gave the children more focus and motivation in their own school work.

Thirty-seven participants (12 percent) reported that aspects of the FEL project directly benefited the children.

- Twenty-two (9 percent) reported that participation in project literacy, pre-literacy, or ESL activities benefited their children.
- Twelve participants (4 percent) reported that their children benefited from crafts or other non-academic activities.
- Three participants mentioned FEL project child care as a benefit.

Some participants were less specific about benefits: 10 participants said the FEL project helped their children, but did not specify how; four participants said they did not know. Over 25 percent of the participants (84) did not respond to the question or reported that there were no benefits. Many of these (including 16 who said the question was not applicable) did not have children or had only grown children.

Program Referral

Almost all participants (292, or 98 percent) said that they would recommend the FEL project to friends. Of these, 250 provided one or more reasons for making a recommendation. Self-improvement, especially learning English, was the primary reason for the recommendation. Specific responses for reasons to make the recommendation to friends included:

- Learn or improve English (89);
- Get a better job or improve job performance (12);
- Learn about the US or the community (10);
- Better themselves, seize the opportunities available, get more education, or obtain a GED (9);
- Improve self-esteem or confidence (7), and
- Other relatively non-specific reasons, generally articulated by saying that the FEL project is beneficial or helpful, or that you "learn a lot" (42).

Benefits to children were a second major reason for recommending the program. Specific responses included:

- Learn how to help children with their homework (11);
- Help children (in a non-specified way) (7);
- Improve parenting skills, get along better with children, or be closer to children (8);
- Learn how to communicate better with children in English (4);
- Help children learn initiative and responsibility (2);
- Learn more about or become more involved in school (2), and
- Help children be more confident in school (1).

Characteristics of the FEL project itself were cited by 38 participants (11 percent) as the basis for program recommendation. Twenty-six participants said that the classes were rewarding (interesting, fun, exciting, etc.), well taught, and/or used good materials or relevant subjects. A few participants (four) singled out project instructors as being helpful, patient, and caring. Four participants cited child care as a reason for recommending the class to friends. A total of 35 participants said that they would recommend the FEL project to friends but either gave no reason or said that they did not know why.

Current Educational Activities

Participants were asked if they were currently taking other classes. Options included adult basic education classes, GED training, and job training classes. A total of 183 participants (62 percent) indicated that they have enrolled in other classes since the FEL program. Participants' responses were as follows:

- 68 participants (23 percent) reported taking Adult Basic Education classes.
- 64 participants (22 percent) reported taking other classes.
- 44 participants (15 percent) reported taking GED preparation classes, and
- 7 participants (2 percent) reported taking job training classes.

Almost all of the responses to the "other" category appeared to be related to activities provided through the FEL project. The most common responses were English (ESL) and parent education classes. Other miscellaneous responses included cake decorating, Bible study, and police enforcement training.

The FEL projects played a significant role in referring participants to these additional educational classes. Of the 77 participants (26 percent) who reported taking ABE, GED, and/or job training classes, 41 (53 percent) said that the FEL project staff helped them find the class.

Participant Employment Status

Participants were asked if they were currently employed, and if so, the number of hours they worked per week. Participants were also asked if their job required them to read or write in English. If the respondent indicated that he/she was not working, they were asked if they were actively seeking employment and if the project would be assisting in the job search. Of 293 participants who responded to the question, 115 (39 percent) reported that they are now working, and 178 (61 percent) said they are not working. Forty participants (36 percent) said they were working 40 hours per week, 38 (34 percent) were working over 40 hours per week, and 34 (30 percent) were working less than 30 hours per week. Reported workweeks ranged from 15 to 60 hours.

The 115 participants (39 percent) who were working when interviewed represented a significant turnover since the participants enrolled in the FEL project. Of the 115 working "now," 93 (81 percent) were working before enrolling and 22 (19 percent) were not. Of the 177 not working "now" who reported earlier work status, 145 (82 percent) were not working before enrolling in the FEL project, but 32 (18 percent) were. Thus while 7 percent of all interviewed participants have gained employment since enrolling in the FEL project, 11 percent have left employment or become unemployed prior to enrollment.

Of the 178 participants (60 percent) who were not working at the time of the interview, 28 (16 percent) stated that they are looking for a job, 113 (63 percent) said they are not, and 37 (21 percent) gave no response. Two participants who are working also said they are looking for a job. Of the four participants who did not say whether they are now working, two said they are looking for a job and two said they are not. All together, 32 participants (11 percent) reported that they are looking for a job.

A total of 19 participants (6 percent) said that the project staff would help assist them in finding employment. This included about half of those looking for work (15 of 25 who did not have a job; one of two that did have a job, and three others with unreported job status). Participants' expectations of FELP assistance in finding a job included the following:

- Learning English needed for a job (4);
- Learning English to read the classified advertisements (1);

- Provision of information about jobs (9);
- Referral to an employment program (4);
- Other networking or contacts (2);
- Assistance in filling out a job application (6), and
- Child care (1).

The questionnaire also asked if the participant had worked before enrolling in the FEL project and, if not, whether project staff had helped the participant obtain a job. A total of 16 participants (6 percent) responded "yes" to project staff assistance. Assistance reported by these participants was generally similar to the responses reported above and included the following:

- Learning English needed for a job (1);
- Provision of information about or referral to jobs (4);
- Referral to an employment program (4);
- Learning how to fill out a job application (2);
- References (1), and
- Assistance in obtaining a driver's license (1).

The data indicate, however, that most of these participants had not, in fact, found jobs. Many of the responses were in the future tense or were otherwise phrased as an expectation rather than an outcome. Analysis of the data indicates that 14 of these 16 participants said they are not working now, and the other two (as well as seven of the 14) were working before joining the program. Thus both sets of responses about FEL project assistance should probably be considered as participant expectations.

IV. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Introduction

The Department of Education's Office of Bilingual Education and Minority Languages Affairs contracted with Atlantic Resources Corporation to conduct a two-year descriptive study of the Family English Literacy (FEL) Program. The purpose of the study was to describe features of the projects funded by OBEMLA from the program's inception in 1985 through 1989. Information about the projects was gathered by reviewing background materials and by designing and pretesting questionnaires for project directors and project participants. A mail questionnaire was sent to 39 project directors, and a site visit questionnaire was administered by Atlantic Resources Corporation staff to 15 directors during a visit to project sites. Atlantic Resources Corporation staff trained local interviewers to administer the participant questionnaire to 300 project participants, 20 at each of the 15 sites visited. The methodology used in the study is described in detail in Chapter 2 of this report.

This study describes the Family English Literacy projects designed in response to a new Federal policy of helping adults acquire English literacy skills through the family unit. While the data from this descriptive study are not conclusive, there is some evidence that the projects may be a viable alternative to the more traditional adult English as a Second Language (ESL) programs. Responses to the participant questionnaire indicate that participants were strongly motivated to learn English and to become more involved in their children's education.

The Family English Literacy projects were administered by three types of providers: local education agencies (LEAs), institutions of higher education (IHEs), and non-profit organizations (NPOs). All three types of providers or sponsoring agencies involved the community in project planning. The integrated Family English Literacy projects were locally planned and developed by committees across school lines to meet the needs of the primary target population, parents and family members of children enrolled in bilingual education programs. Such integration is less likely to happen in adult ESL programs, which usually take place after school or in the evening with part-time teachers, who though dedicated, have little connection with the rest of the school program. The Family English Literacy projects that appear to be most effective are strongly tied to the school activities of participants' children and are linked to community agencies to assist parents in adapting to the school and community and in providing support for their children. The Family English Literacy Program offers an alternative to traditional adult ESL programs with the added dimension of addressing English literacy through the family unit.

Summary of Findings

Most Family English Literacy projects were designed originally to develop a basic framework for delivering services to parents and family members of children in bilingual education programs. This framework involved recruiting parents and teachers, developing a curriculum or searching for appropriate materials, coordinating with community resources, and referring participants to other educational programs or to other agencies.

- The two most effective recruitment techniques for recruiting parents were word of mouth and letters or notices from a child's school or teacher. Recruitment and retention of adult students continue to be problems in many of the projects.

- Participants, because of job, health, and other emergencies, are often absent or drop out of projects. Project staff continually seek new modes of providing support, counseling, and activities to help parents continue their education.

- To meet the needs of the adult participants, successful teachers in Family English Literacy projects must be sensitive to the needs of the participants, flexible and creative in exploring ways to strengthen programs, committed to family literacy, and need experience in working with adults.

- Locally developed curricula were designed to meet participant needs in acquiring English literacy skills, working with their children and adapting to the school and the community.

- Project directors who designed their curricula thought the materials could be used in other Family English Literacy projects or in similar programs and looked for a distribution mechanism.

- Many directors found the special materials they developed, such as video tapes or publications, particularly useful for participants accustomed to traditional textbook or workbook approaches.

The extent of coordination with other agencies is perhaps unique to Family Literacy projects and served to acquaint parents with community resources and agencies with which they were not familiar. There is some evidence, although not conclusive, that the strongest projects include coordination components with other community agencies, make referrals, and obtain technical assistance when appropriate. These coordination efforts may be critical to retention of adult students.

The framework of a Family English Literacy project allowed extensive coordination with community groups and enabled project staff to refer participants to other agencies or programs. Almost 70 percent of the projects referred students to GED programs. More than half of the projects referred their adult participants to welfare and health agencies. Community groups established to serve particular ethnic groups were a frequent source of referral by project staff. Examples of coordination include:

- California State University-Sacramento coordinated with the Immigration and Naturalization Service, health agencies, school districts, libraries, and community groups which focused on parent activities.

- IDRA coordinated with a cable television company for assistance in producing video tapes that incorporated English literacy instruction and parent/child activities.

- Instructors in the IDRA project were provided by the Region XIX Education Service Center and trained by IDRA staff. The Service Center also provided materials for participants.

- IKWAI coordinated with Turning Point for early intervention counseling, with the WIC (Women, Infants, and Children) program, and with the Indian Health Service.

- Two Family English Literacy projects in California, Stockton Unified School District and California State University-Sacramento, conducted joint parent institutes for participants in both projects.

- Agencies coordinating with the Biloxi School District included Keesler Air Force Base, parochial schools, the Sea Bees, ethnic organizations, adult education, local businesses, Catholic Social Services, and Health and Human Services.

- Georgia State University coordinated with the Clayton County Schools, which provided facilities for the project, and with the Georgia Mutual Assistance Association Consortium, an agency established to serve refugees.

Parent/child activities are unique to the Family English Literacy Program and occur in more than 90 percent of the projects. Parents reported that they engaged in more literacy activities at home than before they enrolled in a project. The parent/child component helped parents learn how to work with their children and how to become involved in school activities.

- Parents and children in the Georgia State University project worked together to make plastic jewelry and to produce greeting cards on the computer.

- Parents and children in the Parlier USD projects developed a collection of writings called The Children of Parlier.

- Parents and children participating in the Family English Literacy Through Literature read books together and engaged in activities based on their reading such as making paper hats and boats.

Almost 85 percent of the projects included social events for participants' families. Examples of family social events include:

- Holidays celebrated included not only traditional US holidays but also ethnic holidays such as Cinco de Mayo and Chinese New Year.

- Graduation ceremonies in many projects offered participants certificates of attendance at the completion of classes.

- Potluck meals were held during the year allowing participants to bring native foods, a practice particularly effective in multi-lingual projects as it encouraged mingling of different language groups.

- Parents brought their families to picnics organized by project staff or participants, affording families an opportunity to socialize.

- Some projects held an open house at the beginning of the program to acquaint participants with staff and allay fears of participants related to enrolling in a program new to them.

Family English Literacy projects received technical assistance from a variety of sources including the OBEMLA-funded Multicultural Resource Centers (MRCs) and Evaluation Assistance Centers (EACs), institutions of higher education, states, other Family English Literacy projects, and OBEMLA staff.

The projects encountered some problems and attempted in all cases to seek solutions. However, not all problems were readily resolved. FEL projects are constantly evolving, and projects do not yet have a fully developed network of sources of technical assistance. Projects also recognized problems of parents that schools could not meet and referred parents to other agencies for assistance. Adult ESL programs lack the resources to address parents' problems or to refer parents to other agencies and opportunities to engage parents in parent/child activities as they are limited to offering instruction to adults.

Almost all projects were involved with the local community. The reinforcement and referrals offered by community agencies appeared to make parents more comfortable and to remove some of the LEP parents' fear of the unfamiliar school structure. Parents realized that project participation provided educational opportunities both for themselves and their children.

Family English Literacy projects, locally developed linking the community and its resources, are not planned as external programs of three years duration. They are developmental in nature, so that the program remains in place after the Federal funds, the "seed money," ceases. Strong linkages with other institutions and agencies and with community groups allow programs to continue to serve parents of children in bilingual education programs.

Evaluating integrated programs such as the Family English Literacy projects is complex. Project evaluations were not entirely successful. Published instruments are available to measure separate components of an FEL project, but no satisfactory instruments seem to be available to provide a complete picture of a project. Instruments which measure some components such as levels of English proficiency are available and were used in most projects described in this study. Other components such as parent/child interaction are more difficult to measure.

Project directors recognize that Family English Literacy is a still an evolving concept and indicate the need to have more interaction and contact with other projects and with their program officer.

Directors of projects that developed curricula often lack resources to disseminate the materials. A mechanism for distribution of locally developed materials would allow other project directors to build on an already developed base and avoid duplication of effort.

The motivation of participants to attend project classes is demonstrated by their attendance records. Participants indicated that project participation had been of benefit to them and to their children. Some related findings include:

- Strongly motivated participants attend most classes regardless of travel time.
- There is some evidence that more than twice as many participants attend evening classes as daytime classes, a finding statistically significant. Evening classes may have less regular attendance than day classes for work-related reasons.
- About half of the participants brought their children to project activities. Parents reported engaging in activities with their children at home.
- Participants reported increased involvement in their children's education as a result of FEL project participation.
- Most participants reported that their English proficiency had improved as a result of project participation.

CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to describe the FEL projects, including characteristics of participants and program models, recruitment and retention, methods and materials, program structure, and perceptions of benefits reported by participants and program staff. Reporting projects served 20,565 participants representing 43 different language groups.

Recruitment and retention of participants are cited by directors as essential to success of an FEL project. Word of mouth was considered the most effective recruitment technique. Some projects developed program models or curriculum materials prior to or during the course of the project. Project directors found it necessary to adapt instruction and materials to the participants they served. Directors sought and received technical assistance from a number of sources.[1] Eight of the 15 directors interviewed during site visits indicated a need for assistance in assessment and evaluation, and recognized the need for appropriate assessment techniques and instruments. FEL projects reported coordinating with community agencies. There is some evidence that the strongest projects included coordination components with community organizations, referred participants to other agencies, and obtained technical assistance when appropriate.

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[1] Many directors indicated that the OBEMLA project manager, Dr. Mary Mahony, was an excellent source of technical assistance.

Participants listed a number of reasons for enrolling in an FEL project. The primary reason given by 60 percent was learning English or improving their English proficiency. Eighty percent of the participants said they attended "most" classes. Almost half of the participants brought their children to project activities. Participants reported that they engaged in a number of activities with their children such as reading, storytelling, writing, crafts, and games.

Project benefits reported by participants included learning or improving English (65 percent). Participants indicated that the project helped them become more involved in their children's education. Almost all (98 percent) of the participants said they would recommend enrolling in an FEL project to a friend. Their reasons included learning or improving English and benefits to their children.

If OBEMLA wishes to gather certain kinds of data from newly funded projects, such as data needed from an evaluative study of the FELP, project directors should be aware of the kinds of information in order to maintain and gather the requested data such as attendance records, names of participants, participant progress, test results, children's gains, or other outcome indicators to assure minimal consistency across projects. An evaluation should be developmental and planned to gather similar data from newly funded projects. An interim step might be an evaluation design which could serve as a vehicle for internal discussions of the kinds of data and the kinds of technical assistance needed to establish a base for a formal evaluation.

The FEL projects were designed to meet a new Federal policy of helping adults acquire English literacy skills through the family unit. The policy may bear closer study and may entail examining how some Federal programs might be better coordinated. A possible first step might be coordinating bilingual education programs which serve children with adult education program funds which serve adults and are allocated to all states and territories by the Federal government. The FEL program may not be sufficiently developed to warrant a comprehensive evaluation. The policy may also be implemented by providing more seed money to expand FEL programs, develop models, and develop a comprehensive network to allow projects to interact with one another on a more intensive basis. OBEMLA may wish to place more emphasis on developing a technical assistance network allowing project directors to meet on a regular basis and interact by sharing problems and successes with each other.

APPENDICES

A. FAMILY ENGLISH LITERACY SITE VISIT CASE STUDIES

FELP Site Visit Case Study

Project Title: Yaqui Family Literacy Partnership Program

Organization: Pima County Community College

Address: 1901 N. Stone Avenue, DSCA, Bldg. #3
Tucson, Arizona

Project Director: Dr. Fernando Escalante

Date Site Visit: May 5-6, 1991

Organization Background: Pima County Community College is the tenth largest community college district in the nation serving a population of some 700,000 in Pima County, Arizona. The College has instructional centers located in numerous locations across the service area. The FEL Program staff offices are situated at the District Service Center Annex, Building #3. The annex is one of four buildings dedicated to administrative and program support functions. The Yaqui Family Literacy Partnership Program is currently in its third year of funding.

Project Director/Staff: The Yaqui Family Literacy Partnership Program is staffed by a full-time director, three full-time project coordinator/instructors, and a full-time secretary. The staff work out of the Pima Community College District Service Center Annex located in Tucson and report to the Dean of Community Service and Continuing Education. The Project Director is a member of the Pascua Yaqui Tribe and serves as a member of the tribal council. He has a BA in Sociology, an MA in Linguistics, and a PhD in Linguistics from the University of Arizona. He teaches at Pima Community College and is a religious leader (Maestro) in the Yaqui community. The director serves as a strong role model, having dropped out of school, worked in the fields as a cotton picker, and then returned to school to earn a doctorate. The project coordinator/instructors are required to have at least a two year college degree. One staff member is currently working on his undergraduate AA degree; another is working on a BA; and a third has an earned BA in Sociology from Arizona State University. All project staff are members of the Yaqui tribe.

Program Focus/Model: The primary focus of the program is English language and literacy development. The Yaqui language and culture are included as contextual tools. Instruction is provided at different levels, from basic language skill development to GED preparation and adult education. A curriculum guide has been developed by instructional staff. Field trips are considered an important component of the instructional program. Student assessment in reading is conducted using the Nelson-Denny Reading Test and criterion-referenced testing.

Description of Community: The Yaqui Family Literacy Partnership Program provides instruction and support services to a predominantly trilingual (Yaqui, Spanish, English) population extending over a 100 square mile area. The five program sites are located in the Pascua Yaqui Indian reservation, in Old Pascua and the Barrio Libre neighborhoods in Tucson, in Marana, a Yoem (Yaqui) speaking pueblo, and in Guadalupe, an incorporated community adjacent to Phoenix. The majority of participants reside in and around the Tucson area, the farthest site being Guadalupe, some 110 miles to the north. The Yaqui people consider themselves to be an urban population with the possible exception of those residing in Marana Pueblo. The majority of the tribal members are working in skilled or semi-skilled occupations. The Yaqui tribe is the single largest employer. The Yaqui population hovers around 10,000, with 6,500 living near Tucson and another 3,500 residing in Guadalupe.

Description of Facilities: The program administration and coordination team is housed in the Pima Community College District Center Annex in Tucson. The building, a former car dealership, provides office and other work and conference space as well as access to copy, mail, and clerical resources and services. The site at Guadalupe is known as the Centro de Amistad, a community meeting place, and contains an office and a large classroom space where participants meet three days a week for instruction and related program activities. In the Marana Pueblo sites, instruction is conducted at the senior center, a converted single family residence which includes one classroom. The site in Old Pascua is a senior center which includes a classroom, a kitchen, and access to a library housed next door. In Barrio Libre, the facility includes one classroom and a kitchen and is situated near a church which provides access to an open space which is used for cultural activities. In New Pasqua, participants meet in the tribal council chambers where they have access to one classroom.

Description of Participants: The project currently serves some 50 Yaqui tribal members. The program has provided services to some 357 individuals through June 30, 1990. The majority of the participants are trilingual in Yaqui, Spanish, and English. A number of the younger members of the Yaqui tribe no longer speak Spanish and consider themselves bilingual. Most of the participants work for the Yaqui tribe and are women between the age of 20 and 50. Children generally are more involved in program activities during the summer months, at which time the program focuses on cultural activities.

Description of Program Activities: The program cycle consists of recurring 8 week sessions. All instruction is conducted during the evening hours. (Because day classes were not well attended, they were subsequently dropped.) The instructional program focuses on English language development with a strong Yaqui cultural component. Whole and natural language approaches are used in developing English language skills and content understanding. A variety of commercially acquired instructional materials are used and teaching staff have developed additional curriculum materials. A comprehensive curriculum guide as well as a series of videos on Yaqui language and culture (including field trips) have been developed for staff and student use. Instructors use both large and small group formats and focus the instruction to fit individual learning styles. Instruction is carried out in Yaqui, Spanish, and English. Children are involved in cultural and food activities (pot lucks) which take place more regularly in the summer months.

Summary Statement: The Yaqui Family Literacy Partnership Program provides English language instruction, GED training, job-referral, and related support services for a predominantly trilingual population of Yaqui tribal members in the Tucson, AZ area. Located at five sites, the project provides stipends to participants at a rate of $25.00 per week per 8 week session. All project personnel are Yaqui tribal members. The program focuses on English language development with a strong Yaqui cultural component. The program works in collaboration with a "PALS" program which provides language instruction through computers and additional instructional materials. No observation of formal instruction activities was conducted and only three individuals associated with the program were interviewed. From the information received through staff interviews, the program is loosely structured. Instruction is provided in Yaqui, Spanish, and English at all sites a maximum of three times per week. Participation is totally voluntary and no one is denied entry or re-entry into classes. The instructional and administrative staff share a common culture and language with the participants. Staff are involved in tribal activities which bring them into contact with participants outside the program and strengthens program and personal ties. Standardized testing is used to assess English reading competencies and skills.

FELP Site Visit Case Study

Project Title: Family English Literacy Program

Organization: Pasadena Unified School District Bilingual Department

Address: 351 S. Hudson Avenue
Pasadena, CA

Project Director: Oscar Palmer

Date Site Visit: April 24-25, 1991

Organization Background: The Pasadena Unified School District encompasses a large area northeast of Los Angeles. Included in the district are the cities of Pasadena and Sierra Madre and the areas of Altadena and east of Pasadena. The Pasadena Unified School District Bilingual Department office is housed in a school used for administration. The district income is generated from taxation of private residences, local business, and technological organizations. Students within the Pasadena Unified School District represent more than 20 different language groups. The Pasadena Unified Family English Literacy Program is currently in its second year of funding.

Project Director/Staff: The Family English Literacy Program is staffed by one 20 percent Project Director, 2 full-time Resource Teachers, 4 instructional aides (2 for morning classes, and 2 for evening classes) and 1 secretary. The Project Director, Oscar Palmer, has responsibility for overall coordination of the project. He also provides staff development for project personnel as well as representation at district meetings and conferences. The Resource Teachers manage the daily operation of the project and are responsible for curriculum development, classroom instruction, testing, and other related responsibilities. The aides are present in the class during instructional time and assist with instruction and translation. Resource teachers and aides are bilingual in English and either Spanish or Armenian.

Program Focus/Model: The focus of the Family English Literacy Program is to enable parents of current Title IV LEP parents and out of school youth achieve competence in the English language and to provide them training in parenting, leadership, and empowerment skills. This program focuses on developing English oral and literacy skills for participants to function and compete in an English-speaking environment in order to help their children and siblings achieve in school and obtain better employment. There are four primary program objectives: 1) increase the academic skills of parents and out-of-school youth; 2) provide a strong training program on parenting, leadership, empowerment skills and help participants pass the GED exam; 3) assist participants who will/or have passed the GED exam to receive training to be hired as an instructional aide; and 4) develop two manuals for a successful parenting program and to train LEP adults to become instructional aides. The first year focused on the needs of Spanish speaking participants, the second year added the Armenian speaking participants, and the third year added Vietnamese instruction. (The need for instruction to the Vietnamese is presently being reassessed due to the transient nature of the population.)

Description of the Community: The community served by the Pasadena Unified School District is considered low socio-economic in nature. Students within this district represent 22 different language groups. Community income earned are primarily from industrial, wholesale, retail, and technological trades. The program makes great efforts to provide services and schedules to accommodate participants in order to encourage attendance. The cities in the community served are Pasadena, Sierra Madre, San Gabriel, and Altadena. The families in the community are Hispanic, Armenian, and other minority groups.

Description of Facilities: The Family English Literacy Program classes are held in Pasadena, in a school that also houses the administrative offices for the project. The offices and the classrooms are at opposite ends of the building. The program classroom is very large with an adjacent smaller room for the children. The classroom is decorated with cultural sensitivity; there was a world map marked with pegs showing the country of origin of the participants with strings attached that led to Pasadena. The classroom is arranged with tables for three groups: one for beginners, one for intermediate participants, and one for the more advanced group preparing for their GED.

Description of Participants: The program has served over 675 participants to date and currently serves approximately 60 participants. The class observed in Pasadena was all Hispanic. The Armenian participants were not in attendance because they were honoring the day of the Armenian holocaust. The group observed consisted of about 30 participants, primarily mothers. The children played in the other room with one of the relatives providing the care.

Program Activities Observed: Program participants attend two-hour sessions twice a week in the morning or evening. The first hour is instruction in English language acquisition and literacy activities. The second hour is instruction in parenting, leadership and empowerment skills, and techniques. The participants worked on activities in their English Workbook with the teacher helping participants individually as well as the teacher's aide. The children participate in activities such as preliteracy and oral development. On the day of the site visit there was a break after the first instructional interval and coffee and tea were offered. The participants then formed a circle and listened to the teacher read announcements in their native language. The discussion then moved on to what activities the participants would like to take part in during class time. The teacher passed out a survey form asking everyone to check off the activities from a "List of Possibilities in Classroom Involvement" or to suggest an activity not listed.

Summary Statement: The Family English Literacy Program provides Bilingual Education, parenting skills, empowerment techniques, leadership skills, and community/school support. Sponsored by the Pasadena Unified School District, it networks with community agencies that provide services that will ultimately enable the participants to help themselves. The program staff are very committed to help the participants who they teach. They are also committed to the intergenerational concept of learning English literacy. Participants are eager to learn and attend class regularly, which can be attributed to the enthusiasm and motivation of the Resource Teachers. Project participants are primarily Hispanic and Armenian. The evaluation design uses a gap-reduction model which measures the educational progress of project participants against a comparison group of non-project participants and the total district.

FELP Site Visit Case Study

Project Title: **Sacramento-Stockton Family English Literacy Program**

Organization: **Cross Cultural Resource Center**

Address: **6000 J Street**
Sacramento, CA

Project Director: **Rene Merino**
Project Coordinator: **Dusty Ward**

Date Site Visit: **April 17-18, 1991**

Organization Background: The Cross Cultural Resource Center has promoted bilingual education programs since 1979. Over the past decade, these programs have served more than 20,000 people representing 123 language groups nationwide. The Cross Cultural Resource Center is located on the campus of the University of California-Sacramento. Examples of the Center's activities include: technical assistance implementing bilingual programs; training for bilingual teachers; development of bilingual curriculum and materials; educational administration; native language assessment; and training for language minority parents. The current project is in its second year of funding.

Project Director/Staff: The Sacramento-Stockton Family English Literacy Program is staffed by a 20 percent director, one full-time Project Coordinator, five ESL Instructors, and four bilingual facilitators. The program is coordinated and administered by the Cross Cultural Resource Center. The Project Director is responsible for budgetary matters and Federal regulatory compliance. He has his doctorate in Education and has directed a number of bilingual education programs. The Project Coordinator is responsible for the day to day organization of the FEL project. She visits the projects in Sacramento and Stockton on a regular basis and assists with student assessment and education. The Project Coordinator has previous experience as a school administrator, a beneficial background for the complexities of serving a multiple county program. All part-time ESL instructors have backgrounds in early childhood education and concurrently hold full-time positions as elementary school teachers. Bilingual facilitators support the ESL instructors, and are fluent in English and one or more of the following languages: Spanish, Russian, Cantonese, Vietnamese, Lao, or Hmong.

Program Focus/Model: The primary focus of the program is the development of oral and literacy skills in English and the development of knowledge and skills for parents to facilitate the educational achievement of their children. The project design consists of two parent training models: 1) ESL/Parenting Classes - a long term model with classes conducted at five sites, weekly, and 2) Parent Institutes - a short term model in which intensive one-day parent training sessions are conducted three times each year. Both models are designed to help parents work more effectively with their children and school personnel. Two assessment instruments are used to determine the relative growth of participants in English language competency through the evaluation design: Henderson-Moriarty ESL/Literacy Placement Test (HELP) and Basic English Skills Test (BEST).

Description of the Community: The Sacramento-Stockton Family English Literacy English Program serves six language groups in a two county area: Spanish, Russian, Cantonese, Vietnamese, Lao, and Hmong. The majority of the participants live close to the school sites in both Sacramento and Stockton, facilitating participation. The project participants are very supportive of and sympathetic toward each others needs and reportedly assist each other in many situations. The majority of the Spanish and Russian speakers in this program live in the Sacramento area, and the majority of the South East Asian population live in Stockton.

Description of Facilities: The Project Director, Coordinator, and Office Administrator have offices at the Cross Cultural Resource Center, located on the campus of the University of California-Sacramento facility. The offices are primarily administrative and include a large conference room which houses an extensive resource library providing printed and media materials on bilingual education, parenting anthropology, and cross cultural issues. Classes are conducted at five sites in coordination with the county schools. Elementary school classrooms are used at all five sites.

Description of Participants: The program currently serves over 100 participants and has provided instruction for more than 290 participants since its inception in 1988. The class visited in Sacramento consisted primarily of Spanish, male dominated and out-of-school youth participants. Only two parents and two out-of-school youth females were in attendance. Attendance reportedly is erratic due to the long daylight hours and the out-of-doors employment held by many of the parents and youth. The class observed in Stockton consisted entirely of South East Asian participants including parents, grandparents, and a few out of school youth. This class was unique in that the class teacher also teaches their children. In this way the parents are aware of what is happening at their children's school in an uninhibited setting. For example, on the day of the site visit, the teacher advised the parents that a doctor had come to the school that day and some of the children needed medical attention. Only one child was observed in the Stockton class, who sat quietly and played while the parents did language activities.

Description of Program Activities: All instruction at the five sites is conducted during the evening. The Project Coordinator and staff are proud of the project curriculum developed by a former Family English Literacy Project Director. The curriculum developed is entitled Parenting Curriculum for Language Minority Parents Sacramento-Stockton Family English Literacy Project (Holt, G. 1988, Cross Cultural Resource Center, California State University). Two other published sources used for instruction are a photo dictionary and two levels of an adult English competency workbook. Activities at the Sacramento site focused on a unit about the human body. Cutouts of body parts glued to a drawn outline of a human were labeled and discussed. The participants enjoyed the activity and worked together to complete their figures. The bilingual facilitator is always present to clarify unclear meaning of words or phrases and to encourage English conversation among students. The Stockton class was divided into two groups. The more advanced students sat on one side of the classroom with the bilingual facilitators who repeated the teacher's instruction and clarified the activity. The activity included both groups with the more advanced level asking questions of the other group who responded to the questions regarding occupations and sites.

Summary Statement: The Sacramento-Stockton Family English Literacy Program provides English language literacy and parenting instruction. Classes are conducted at five sites in conjunction with local schools. The Sacramento site serves primarily Spanish out-of-school males; the Stockton class serves primarily Southeast Asian parents and grandparents. The staff is committed to the immigrant community and the Family English Literacy Program. Observation at two sites with the Project Director, the ESL instructors, and 3 bilingual facilitators, proved helpful in understanding English literacy instruction and parenting directed at two very diversified groups within this FEL program. The program instruction is provided in such a way that no one is inhibited to participate. Even newcomers appear excited to learn. There are no attendance requirements and the instructional staff, teachers, and bilingual facilitators work together to make the participants feel at ease in the school environment. The evaluation of the Family Literacy Program involves comparing data obtained from new entrants at the same course level.

FELP Site Visit Case Study

Project Title:	**Family English Literacy Through Literature**
Organization:	**Santa Clara County Office of Education**
Address:	**100 Skyport Drive, MC#237** **San Jose, CA**
Project Director:	**Dr. Sherri Yabu**
Date Site Visit:	**April-19-22-25**

Organization Background: The Santa Clara County Office of Education was previously funded from 1982-1985 as the Parents in Action Project, a parent training project. The current project, "Family English Literacy Through Literature" was funded in 1989. The Santa Clara County Office of Education works in cooperation with Alum Rock Union Elementary, Franklin-McKinley Union Elementary, and San Jose Unified School District. To date the program has served over 260 Hispanic and Southeast Asian Limited English proficient participants. The current project is in its second year of funding.

Project Director/Staff: The Family English Literacy Through Literature program is staffed by a 75 percent Project Director, three part-time Curriculum Specialists, five part-time bilingual parent sponsors, and one secretary. The staff work out of the Santa Clara County Office of Education in San Jose, CA. The Project Director has her doctorate in Counseling Psychology, and a master's degree in Education and Counseling. She also has experience in teaching, multicultural education, administration, and curriculum development. The Curriculum Specialists have experience in teaching using a whole language approach and working with bilingual immigrant parents and children. The parent sponsors teach the participants and are required to have a high school education although some have college degrees or are currently obtaining them. The director is committed to the whole language learning approach and believes that the program will work if the staff is qualified and dedicated to the program's objectives. The director hired staff who either had a strong whole language background or were willing to learn to teach using a whole language literacy approach.

Program Focus/Model: The Family English Literacy Through Literature Project focuses on the development of literacy through the use of literature. It focuses on the achievement of four objectives: 1) assist limited English proficient Hispanic and Southeast Asian parents and other family members to achieve English language competency; 2) provide parents with knowledge of techniques designed to assist their children in developing literacy skills in English and an appreciation of reading; 3) involve parents and family members in direct instructional and support roles related to their children's skill development and participation in English literacy; and 4) support parent-community school communications and the development of parents' leadership, advisory, and advocacy roles. Instruction is provided at six classroom sites in three local schools. Weekly staff meetings provide instructional consistency and opportunities for questions and answers. Parents and other family members are taught English through children's literature in order to then teach their children the same literature. The parents are encouraged to bring their children to class to engage in reading or literacy activities. Parents are also encouraged to use their literacy skills to develop leadership roles related to their family's welfare. The program also encourages maintaining cultural traditions. The evaluation process consists of collecting data to assess the extent to which each program objective is addressed, plans and activities are implemented, and the extent the project is meeting participant needs.

Description of Community: The Family English Literacy Through Literature Project serves immigrants from Southeast Asia, Central America, and the Philippines. In most cases the children and adults are illiterate in their native language. Most of the population served have had no formal schooling and little or no exposure to American culture. The target population is typically non-English speaking, and has no literacy skills to transfer to English or provide help with their childrens school work.

Description of Facilities: The program administration office is housed in the Santa Clara County Office of Education. It works in cooperation with Alum Rock Union Elementary, Franklin McKinley Union Elementary, and San Jose Unified School District to provide the six classroom sites. Each district has two sites, one for the Hispanic parents and one for the Southeast Asian parents. Elementary classrooms are used for instruction as well as activities.

Description of Participants: The project currently has over 80 program participants enrolled. The program has provided services to more than 260 participants since the program's inception. The program serves participants who speak Spanish, Vietnamese, Cambodian, Chinese, and Laotian. A wide distribution of male, females, parents, and other family members including grandparents and out-of-school youth were observed during the site visit. Parents attend the classes alone one evening for English literacy instruction and their children accompany them during the second weekly class.

Program Activities Observed: Program activities begin with a bimonthly staff meeting attended by the Curriculum Specialist, the program secretary, and all the parent sponsors. Materials distributed for the following two-week period included multiple copies of the children's literature book for the participants as well as the accompanying tapes. Lesson plans for the parent sponsors included procedures for classroom instruction, activities for the participants, and parenting issues to be discussed.

Summary Statement: The Santa Clara County Office of Education serves Southeast Asian, Central American, and Philippine limited English proficient participants at six elementary school sites. The program is structured around children's literature with a whole language method of learning. Parent sponsors instruct the participants to achieve both oral and written English. The program design is premised on two incentives for parents: 1) to become literate, and 2) help their children succeed in school. To accomplish the stated program's objectives, the program provides activities that encompass five major components: 1) six classroom sites; 2) bilingual instructional staff development; 3) education for limited English proficient participants; 4) cooperative learning for parents and children; and 5) developing parent-community-school relationships. Project data will be collected to measure the degree to which the project objectives have been attained.

FELP Site Visit Case Study

Project Title: **BUENO - FELP**

Organization: **BUENO Center for Multicultural Education**

Address: **School of Education**
Campus Box 219
University of Colorado at Boulder
Boulder, CO

Project Director: **Carolyn Gonzalez de Campa**

Date of Site Visit: **April 22-23, 1991**

Organization Background: The BUENO Center is part of the University of Colorado School of Education and is located in the Education Building on the main Boulder campus. The BUENO Center was organized to promote cultural pluralism in schools through research, training, and service projects, and to facilitate equal educational opportunities for cultural and language minority students. The BUENO Center has a history of affiliation with Title VII and bilingual education. The BUENO Center was funded as a Title VII Training Resource Center (TRC) in 1978; as a Bilingual Education Service Center (BESC) in 1980; and as a Bilingual Educational Multifunctional Service Center (BEMSC) in 1983. In these capacities, the BUENO Center provided technical assistance and services through a multi-state area. The BUENO Center is in the third year of its second cycle of FELP funding. The BUENO Center is somewhat unusual among FELP programs in that it has the capacity to serve a multi-county area that includes the entire northern Denver metropolitan area and environs. BUENO is hoping that all three current FELP projects will be managed by school districts and other local organizations.

Description of Community: The three sites operated by BUENO-FELP are located in small cities 25 or 30 miles north of Denver. The sites, located within a 20 mile close proximity, are Ft. Lupton, Brighton, and Lafayette. The economy of the area traditionally agriculturally based, is currently eroding. Some large sugar beet growers have gone out of business, and most of the larger feed lot operations have moved to Nebraska and other areas.

Description of Participants: The population served by the project is poor and predominantly employed in agriculture and entry-level jobs in the service sector. The term "migrant" generally is used to describe minority agricultural workers as a group. Most of the FELP participants have fixed addresses, and only a few Hispanics follow a traditional pattern of migrating to follow agricultural work. Nevertheless, the population is characterized by a great deal of mobility. Many reportedly move back and forth between Mexico and Colorado; moves within the area in search of employment is common. The economic problem faced by the population appears to be not so much unemployment as the casual, unstable, and low-paying nature of the employment that is available. Many FELP program participants reportedly work two jobs.

Almost all of the participants are Hispanic. The educational background of FELP participants varies substantially with a reported norm of 3 to 6 years for Mexican participants. A significant proportion of participants are illiterate in Spanish as well as English. A few, however, are highly educated and even have professional backgrounds. Rosters provided for the participant survey included 58 participants, divided among the three sites. These rosters dated from the end of February, however, and a substantial number of newer participants were reported. On the nights the three classes were visited, a total of 35 adults participated. Close to half of the participants are men. There are about a dozen couples on the roster and several extended family members. Few or no out-of-school youth participate in this project.

Participation in the FELP program is characterized by instability and turnover. The mean length of attendance last year was about six weeks. A number of participants leave after accumulating sufficient hours of class to meet green card or INS Amnesty requirements. Some reportedly go back to Mexico for a period and then reappear. One instructor reported that the previous week her attendance had been 21 one evening and 8 the next. Jobs, including evening work in the fields, and exhaustion were cited by the staff as factors in this erratic attendance pattern.

Description of Project Staff: The administrative staff of BUENO-FELP includes a Project Director and Field Coordinator. Each site has an instructor, one or two instructional assistants, and one or two child care providers. There is also a program evaluator, a staff evaluator, and a BUENO resource person who develops parent-child activities.

Program Director. Carolyn Gonzalez de Campa became Program Director during the 1990-91 year. Ms. Campa has extensive experience in bilingual education and is on leave from a position as Principal of an elementary school. She is working on her master's degree.

Field Coordinator. Juan Rocha is a Colorado native. Originally certified in Spanish and history, he taught at both the primary and secondary level. Subsequently he earned his masters degree, taught in the Title VII bilingual education program, and has completed coursework for a Ph.D.

Instructors. Alberto "Lalo" Delgado is the instructor at Brighton. Mr. Delgado left Mexico at age 12 with his migrant family and is now an internationally recognized Hispanic poet. He has a B.S. in Secondary Education, as well as considerable graduate work. Mr. Delgado has an extensive background in ESL, literacy, and migrant education. He has taught in BUENO-FELP since its inception in 1985 and has also taught ESL and INS Amnesty courses in Brighton. Mr. Delgado is extremely active in the migrant community and has done a great deal of work with parents, contacts which have proven beneficial for project recruitment.

Jaime Sandoval, the instructor at Ft. Lupton, holds a masters degree. His principal area of specialization is adult education, but he also has a background in ESL. Linda MacDonald, the instructor at Lafayette, began teaching at the beginning of the Spring semester and has a background in ESL.

Instructional Assistants. The Instructional Assistants are, or have been, Para-Pros (Teacher's Aides) in the local school systems. This connection provides a degree of liaison with the schools and is especially helpful in recruitment. All of the Instructional Assistants are Hispanic and bilingual.

Child Care Staff. The lead child care providers at Brighton and Lafayette also hold other jobs in child care, and the most experienced provider has early childhood education background. The provider at Ft. Lupton is a high school graduate from the migrant community who had the opportunity of being supervised for a time by the Brighton staff. All but one of the providers is bilingual.

Description of Facilities: All three program sites are located in existing or former schools. The Brighton site is a former junior high school, which continues to also house a recreational program. The Ft. Lupton site is Twombly Primary School. The Lafayette site is Sanchez Elementary School.

Brighton. The building at Brighton is an ancient and somewhat dilapidated school. Teaching materials and participant projects are displayed on the walls, much as they would be in any school. Participants sit at conventional school chairs. The child care room is adjacent to the classroom, separated by partial partitions, and sound travels back and forth easily. The room is colorful, neat, and richly equipped with activity centers, books, and games.

Ft. Lupton. Twombly School is less than ten years old, modern, ample, and beautifully maintained. The library is open on Thursday evenings and is available to FELP participants. The Principal of the school is reportedly very supportive of the FELP program. The FELP class is held in a classroom that is used for ancillary activities rather than for a daytime class. The room was set up with school chairs in conventional classroom fashion. Computers are available but were not used during the site observation. The child care facility, provided in a separate room, was light, colorful, and well stocked with books, games, and other activity materials.

Lafayette. Sanchez School is new, modern, and well maintained. The hall and classroom walls are covered with class projects in profusion. The FELP class is held in an ESL classroom and the participants sit at tables arranged in a large, horseshoe formation. This allows blackboards and screens on more than one wall to be utilized and seems to encourage interaction among participants. A variety of equipment such as an overhead projector is available and used for instruction. Child care takes place in the cafeteria/activity room, providing considerable space. Carefully selected books, games, and activity materials are stored in a remote cabinet in portable containers.

Program Focus/Model: BUENO FELP is generally structured around the Mainstream English Language Training Project (MELT) curriculum. MELT is a competency-based ESL curriculum guide used extensively with refugee populations. The program appears to use an extremely heterogeneous and eclectic approach. Flexibility and a sense of humor seem to be the guiding principles. The sites have a degree of autonomy, and the instructors have different styles and approaches. The eclectic nature of instruction is further influenced by the diversity of the participants, erratic attendance, and high turnover. No attempt is made to have any real starting point (except the opening of school in the fall). New participants can show up at any time and are welcomed; this is considered to be integral to recruitment and outreach to the migrant community. In principle, the different levels are addressed by breaking the class into subgroups led by the instructor and assistant(s). Although most participants are tested when the arrive, post-testing is more difficult. The course activities are ongoing, with no real beginning and end points.

Description of Program Activities: Ft. Lupton and Brighton were visited on April 22 and the entire class at Lafayette was observed on April 23. Evening classes are held for about two and a half hours at each site, Monday through Thursday.

Ft. Lupton. When the class began, four women were present, as well as a man who was there for the first time. Four more men arrived 20 minutes after the class began, and four other people arrived in the following 20 minutes. The class began with a vocabulary exercise. Participants listed furniture and household items that could be found in each room of the house. These words were written on the blackboard by the Instructional Assistant, and the meanings were discussed. The instructor then put on an apron and conducted a grocery shopping exercise. Several dozen containers had been set out on a table. Names of foods had been written on post-its, which were affixed to the containers. Each participant selected a basket full of groceries, and the instructor checked them out. The participants had to name all their groceries, and the instructor tried to engage them in conversation about their groceries. Participants had to pay using play money and count their change.

This was followed by an exercise in visiting a clinic. The Instructional Assistant took the role of a nurse receptionist, and the instructor took the role of a doctor. Participants had to check in (with or without appointment), describe their symptoms, and react to an examination. The "doctor" explained the treatment or procedures, asked them to make an appointment to see him again, which caused additional interaction with the "nurse receptionist." Participants then took turns selecting pictures of household furnishings and contents, naming them, and assigning them to the proper room on a board. Copies of the Mini Page were then passed out and used for discussion. The Mini Page also contained articles which were used for a brief civics lesson.

Activities in the child care room were generally supportive of the literacy effort. Children in the room ranged in age from about three to eight. An active game of "hangman" was in progress among the older children. Younger children were identifying colors. When children in the older elementary grades came, they reportedly bring their homework.

Brighton. The last 20 minutes of the Brighton class was observed. The class was working on a written exercise in punctuation and the blackboard contained the results of an earlier exercise in comparative and superlative forms of adjectives. After the written exercise, the instructor discussed with the class how to use the telephone. There ensued a rapid series of recitations -- letters of the alphabet, months, days of the week, and counting -- with participants being called on in turn to provide the next element in the series. The class concluded with a series of questions to participants on a miscellany of topics. Children in the child care area were reading and doing activities in the activity center. They also occasionally listen to the adult activities and reportedly answer the Instructor's questions at times.

A variety of other activities was described by the staff. Written workbook assignments are used a good deal. Many activities involve games to keep the learning light. Bingo -- with body parts, clothes, food, cars, etc. -- is reported to be especially popular. Extensive use is made of everyday materials. Newspapers are used extensively, often with exercises to find a job, buy a car, or make other purchases with a fixed budget using the advertisements. Magazines are also used; a well-worn set of National Geographics was on the shelf and reported to be quite popular. The Mini Page is also used for reading, games, and various other purposes. Competitions and individual products are used and prizes are awarded for recognition. The Field Coordinator reported that Mr. Delgado uses this mechanism to distribute badly needed winter clothing (which he gets donated) to the participants without it seeming like charity.

Lafayette. Participants arrived during the first half hour of class and the staff greeted each arrival warmly in English and asked how their day had been, where the rest of the family was, etc. The children came into the room with their parents and on this particular evening stayed in class for the entire session. The majority of the children were late pre-teens or early teenagers. Most of these joined in with the class; one brought her school homework. The child care staff worked with the younger children on drawing and colors and helped out with the class.

The first activity was to take a list of ten words define and use them in a sentence. The staff moved around the room providing individual assistance and reviewing the parts of speech that make up a sentence. One of the older children assisted a man with limited literacy skills. Each participant then wrote one of his/her sentences on the blackboard and the class discussed spelling and syntax. When this activity was completed, a list of 50 words was projected on a screen. Twenty-five of these, including the ten from the previous exercise, had been given the night before. The new four-letter words were introduced and their definitions discussed. The participants copied the words down for study at home. Some additional time was given to compose sentences. A spelling bee ultimately will be held with each site picking four participants to compete.

A brisk physical exercise period followed, emphasizing vocabulary of body parts ("Put your hands on your knees/toes/right foot/shoulders") and prepositions. The instructor then switched to a "Simon Says" format, and about a third of the class managed to stay in the game until its end. The evening ended by dividing the participants randomly into three groups to participate in three collaborative activities. One group worked with a language master listening to phrases, recording their own voices, and listening to their pronunciation. A second group completed a worksheet about money, counted and recorded the amounts of money contained in a number of sandwich bags, and wrote down answers to a number of questions about money. The third group took tape measures and measured objects and distances and made bar graphs of the heights of the people they measured.

Family-Centered Activities. A majority of the children observed in Lafayette participated directly in the class activities. This type of family-participation approach is reported to be used in varying degrees at different sites. At Brighton children are more likely to be brought in for specific activities, such as bingo or working with the Mini Page. At Ft. Lupton and Lafayette, the program has access to the school library, and family visits to the library are often a part of the evening class. Field trips to a clinic, the zoo, a museum, etc. are designed as family outings and occasional social events and potlucks are also planned around families. A BUENO resource person prepares a family program activity, which is designed to be fun; to be something that can be done by anyone, even a young child; to focus on a subject area of knowledge; to produce a product; and to be something that the participant can take home and do with children. The resource person demonstrates the project, and then all participants and their children do it together.

Summary Statement: BUENO FELP has received considerable respect and support from the community, especially from the local school systems, which are expected to take over the project at the end of the current funding cycle. The staff are dedicated, sensitive, and well connected with the community they serve. The population served by the program is generally poor, hard-working, and highly mobile. These characteristics contribute to erratic attendance of many participants and high turnover, which require flexibility and variety in instruction. The program provides enrichment to children through the child care component and involves children in a variety of program activities. A parenting module has also been developed, but was not observed. Those involved or in contact with the program, however, appear to believe that the program is effective, successful, and should continue to be available to the community.

FELP Site Visit Case Study

Project Title: Family English Literacy: Adult Sheltered Instruction Program

Organization: Florida International University

Address:
College of Education
University Park/TR MO8
Miami, FL

Project Director: Ms. Delia Garcia

Date of Site Visit: 9-10 May 1991

Organization Background: Florida International University is located in urban Miami, the largest metropolitan population center in the State of Florida. The three basic goals of the university are the education of students, the provision of services to the community, and the promotion of greater international understanding. Because of its location in the apex of refugee activity in the South Florida area, the University is uniquely positioned to meet the challenges of serving newly arrived Hispanic and Haitian refugees.

Florida International University provides numerous benefits to the project including: faculty resources for consultation; extensive library/research facilities; affirmative action and equal access policies in the hiring and retention of personnel as well as in the delivery of services to the community; and controlled fiscal procedures assuring the strictest standards in the administration and monitoring of contracted funds. Florida International University also possesses specific expertise in the field of parent training and adult ESL instruction needed to effectively implement the proposed project as evidenced by numerous bilingual education programs funded during the past years including: Parents Can Be Tutors; Adjustment, Development and Parent Training Program (ADAPT); Bilingual Education Southeastern Support Center (BESES); Bilingual Education Computer Assisted Software (BECAS); Parents Assisting in Learning: and Family English Literacy Network Program.

Project Director/Staff: The Project Director, Ms. Delia Garcia, has extensive experience in both family literacy and project administration. She has been at Florida International University for over 10 years and is currently a candidate for an Ed.D. in Administration and Supervision from the University of Miami. Assisting as Project Coordinator is Ms. Deborah J. Hasson, who began as an ESL instructor for another Family English Literacy Program and now has an M.A. in Linguistics. Staff currently serve seven sites and average four instructors per site, for a total of 28 instructors. All instructors are either bilingual Spanish-English or Haitian Creole - English.

Program Focus/Model: The program uses an integrated educational plan delivered within a "sheltered English" model of instruction. This approach focuses on synthesizing effective educational language acquisition theories and techniques designed to increase student learning potential. Content in specific subject areas is taught in a step-by-step process while students acquire knowledge of English. A Curriculum Guide that contains a competency-based ESL/literacy curriculum was produced by the program in 1989. Instruction is provided in the following areas: literacy, survival ESL, civics, parenting, school involvement, human interaction, and communication. The ESL component is assessed using CASAS (California Adult Student Assessment System), which is also used for placement, monitoring and certification of all students.

Description of Community: The FEL Adult Sheltered Instruction Program serves Hispanic and Haitian parents and out-of-school family members who reside in Dade and Broward counties, in southern Florida. In recent years these counties have seen a large influx of Nicaraguans and Haitians. New student entrants for the 1988-89 school year were estimated to be approximately 38,000. Additionally, many of these participants are low income. In Broward County, well over 80 percent of the entire LEP population is considered low income. The majority of these families are of Haitian origin. In Dade County, over 21,000 students come from low income households. The families of these recent arrivals are generally plagued by lack of employment, housing, and educational opportunities. Each site is situated near an area where immigrants reside.

Description of Facilities: As part of Florida International University's commitment to the Family English Literacy: Adult Sheltered Instruction Program, the following were provided: space for the central office staff, office equipment, utilization of duplicating/publication services, and utilization of telephone services. The program administration and coordination team is housed in a trailer on the campus of Florida International University. Although the building is "temporary" there appear to be no immediate plans to relocate. The building, although cramped, provides offices and storerooms as well as access to photocopiers and equipment. The instructional site visited was an old elementary school built in 1920, which was spacious and provided parents with a relaxed environment.

Description of Program Activities: All instruction was conducted during evening hours. At the site visited, four groups were meeting, representing two elementary levels, one medium level, and one advanced C group. Instructors were more apt to use Spanish in the two beginning levels; the advanced level was instructed entirely in English. One of the beginning levels had a discussion on how to read your child's report card; the other group discussed clothing. These groups met for approximately one and one-half hours in this setting and later broke for 30 minutes to work on a joint US map activity with their children.

Summary Statement: The FEL Adult Sheltered Instruction Program appears to be an excellent project. The project is administered and coordinated by Florida International University. The program uses an integrated educational plan delivered within a "sheltered English" instructional approach. Content in specific subject areas is taught while students simultaneously acquire use of the English Language. They have a dynamic curriculum that is constantly adapted to meet individual situations. The project produced a Curriculum Guide which utilizes a competency-based ESL/Literacy curriculum. The classes are functional as well as didactic. The staff is well qualified to undertake this project, given that they have personnel who have concentrated on various aspects of literacy. Another major part of this success is due to the energy provided by both the director and her assistant. The program is assessed via standardized instruments from the California Adult Student Assessment System (CASAS) which is used both to assess student progress, certify life skills, and competency attainment.

FELP Site Visit Case Study

Project Title:	**Project CLASS (Clayton Family Literacy and School Support Services)**
Organization:	**Center for Adult Literacy, Georgia State University**
Address:	**Atlanta, GA Box 682, University Plaza Atlanta, GA**
Project Director:	**Joann R. Nurss**
Date of Site Visit:	**May 1, 1991**

Organization Background: The Center for Adult Literacy was established as a result of a report released in 1987 by the Governor's Task Force on Literacy in Georgia. The task force collected information on adult literacy in Georgia and made recommendations for future action. One of the recommendations was to establish a statewide Center dedicated to further basic and applied research focusing on Georgia's literacy situation and needs. The Center for Adult Literacy has conducted federally funded research on workplace literacy in partnership with an Atlanta hospital. The Center also has conducted a state funded evaluation of a computerized literacy instruction program at two adult education centers and a series of state funded literacy training conferences. The Center for Adult Literacy, the Clayton County Board of Education, and the Georgia Mutual Assistance Association Consortium (GMAAC) contribute in kind support to Project CLASS, which is in its second year of the three-year grant. Project CLASS represents the efforts of the three agencies to work together to provide permanent services for the education of LEP families.

Project Director/Staff: Project staff, directed by Joanne R. Nurss, include a curriculum development coordinator, an instructional site coordinator, a graduate assistant, four teachers, and four bilingual community liaisons, one for each language group. All staff work part time on the project. Dr. Nurss is Director of the Center for Adult Literacy and Professor of Early Childhood Education at Georgia State University. She has published widely in academic journals in the areas of reading, assessment, and second language literacy development. All teachers in the project are certified in bilingual education and teach full time in the Clayton County Public Schools. All staff are familiar with the integrated approach of serving the family unit. The bilingual community liaisons are responsible for relationships between the community and Project CLASS. They disseminate information about the program, recruit families, arrange transportation and child care, facilitate home-school communication, develop networks of community resources, and provide information about the culture of language groups to the project staff. The entire family group participates in Project CLASS, and children from the age of two participate in the program.

Program Focus/Model: Project CLASS was developed in response to the needs of limited English-proficient (Laotian, Cambodian, Vietnamese, Spanish) families in Clayton County, GA. The program is designed to provide an integrated program of English language and literacy instruction. Project instruction provides families with the knowledge and skills needed to adjust to life in the United States and support the educational success of their children. The program design integrates ESL curriculum, family literacy curriculum, and a cooperative community resource network. There is no Title VII project in the area. Classes meet twice a week for three hours and project instructional cycles are ten weeks in duration during the school year with a six-week summer program. There are three curriculum phases within each cycle. During Phase 1, parents and other family members engage in activities designed to improve their oral and written English skills in the context of their daily lives, such as using public transportation or applying for a job. During Phase 2, participants continue the development of cultural knowledge and oral and written English skills focusing on the culture of the US schools and the sociocultural knowledge and skills needed to support their children's educational development. In Phase 3, the participants engage in parenting and school support activities, working directly with their children. Activities during this phase include writing family stories together, completing homework together, and working directly with school personnel such as parent teacher conferences or preparing a banquet for their children's teachers.

Description of Community: All instructional activities in Project CLASS are conducted in the Fountain Elementary School in Clayton County, a suburb of Atlanta. The airport serving Atlanta is located in Clayton County and many of the project participants work in the airline industry, usually at a service level. When Eastern Airlines closed, many workers lost their jobs and moved out of Clayton County. Many Spanish speaking families who need services have moved into Clayton County, and the Clayton Board of Education has invested heavily in the education of its LEP students. Ninety-five percent of LEP families served under the Clayton ESOL program are low-income families under federal guidelines for receiving free or low income school lunches.

Description of Facilities: Project CLASS offices are located at the Center for Adult Literacy on the Georgia State University campus in Atlanta. All instructional activities take place at the Fountain Elementary School in Clayton County. The Fountain School is very large and once housed K-12 students in the building. Classrooms are well equipped; several have computer facilities used by both parents and children in the program. The large school gymnasium is used by the children during their breaks. The youngest children in the program meet in kindergarten rooms which are well equipped with toys, educational games, etc.

Description of Participants: The four language groups served are Spanish, Vietnamese, Cambodian, and Laotian. Many participants are pre-literate or illiterate in their native language and had little or no formal schooling before coming to the United States. The participants need educational, social, and community services, as well as assistance in cultural adjustment. Entire families participate in the Project CLASS activities; children from age two participate in the program. Some families have several children who come with their parents to the program.

Description of Program Activities: Four classes are held twice a week for three hours: a class for preschool children; a class for children in kindergarten through grade 3; a class for children in middle school; and a class for adults. All teachers are trained in teaching English as a second language. Family activities are held at least once a week and are planned to be relevant to the curriculum. The Project Coordinator meets with the teachers once a week to discuss planning topics of common interest for family activities. During the observed staff meeting, the teachers discussed their lesson plans for the week and possible topics for the upcoming summer session. The camaraderie among teachers was evident with a great deal of "give and take." The family activity the previous week had involved making plastic decorative pins and all teachers agreed it had been a success. Children in the K-3 class made Mother's Day cards using computers. Because the adult class had five new non-English speaking participants that evening, the instructor had to revise her lesson plans to accommodate the new arrivals. The program is open entry-open exit, and new families may enroll at any time.

Summary Statement: Project CLASS represents the efforts of three Atlanta, Georgia agencies to provide literacy services for the instruction of its LEP families. The program is designed to provide an integrated program of English language and literacy instruction. The program design integrates ESL instruction, family literacy curriculum, and a cooperative community resource network. In project CLASS, family groups are taken by school bus from their residences to the Fountain School. Because the program is open entry - open exit, the teachers' lesson plans are frequently adapted to serve new students joining the project. Although the project is only in its second year, Dr. Nurss has already approached the district to determine if they will pay the costs of the school bus driver after funding ends. The Clayton School District has indicated willingness to pay the teachers in order to continue the program. Teachers report that they enjoy teaching and believe the integrated family approach is an excellent means of helping participants acquire English skills and adjust to life in the United States. The evaluation plan includes both quantitative and qualitative assessment to determine the effectiveness of the program in meeting its objectives for the LEP families. Data to be collected include demographic data, scores on standardized tests (Test of Adult Basic Education, Language Assessment Battery for children), integrative language assessment, interviews, program observation, and evaluation of the curriculum developed for the project.

FELP Site Visit Case Study

Project Title: Family Literacy: Aprendiendo Mejorando Educando (FLAME)

Organization: University of Illinois at Chicago

Address:
College of Education
M/C 147
P.O. Box 4348
Chicago, IL

Project Directors:
Flora Rodriguez-Brown
Tim Shanahan

Date of Site Visit: May 13-14, 1991

Organization Background: The FLAME program is run by the College of Education of the University of Illinois at Chicago. The program is integrated into the bilingual education training program of the university and draws on a variety of academic resources. One of the FLAME Co-Directors is coordinator of the Bilingual Education Program; the other is a professor of literacy. FLAME instructors are graduate and undergraduate students in the Bilingual Education Program. The instructor positions are similar to field placements and take the form of part-time teaching assistantships. The senior project staff consider the training of these education students in a family literacy approach to bilingual education an important objective of this project. The University of Illinois at Chicago is located in the near west side of Chicago. This location comprises a number of ethnic neighborhoods. The proximity to a large Mexican neighborhood makes the University a natural center for ESL and family English literacy programs.

Description of Community: The FLAME program serves the Mexican community located on the near southwest side of Chicago, a mile or two southwest of the University of Illinois-Chicago campus. Like other ethnic communities in Chicago, this community is highly segregated, and the school population is almost entirely Mexican. Over the decades the ethnic population of the community has changed, as evidenced by the fact of an older school called Cominsky and a new school called Perez Elementary. The area the program serves has a high crime rate and street gangs pose a threat to public safety. Perez Elementary, located where the turfs of three gangs intersect, has adopted a uniform dress code to prevent pupils from wearing gang colors to school. Because of crime and gang activity, women are afraid to go out at night, and program activities are held in the mornings.

Males in the community tend to find blue-collar employment, often in assembly line work, construction, and other semi-skilled occupations and tend to travel to jobs, rather than relocate.

Wives, who make up the majority of program participants, do not generally work outside the home, but a few of the women do work at home such as sewing. The community is generally traditional and patriarchal. Almost all program participants are married. Husbands do not like their wives doing a lot of activities outside of the home, and several women dropped out of the program because of objections of their husbands. When a male graduate student was used as a teacher, husbands felt threatened. Field trips cannot extend significantly into the afternoon, because husbands expect to have a mid-day meal prepared for them at 2:00 p.m. Husbands do not generally participate in program activities, although when an activity is considered appropriate, they are reportedly more likely to attend.

Description of Participants: The target population of the program is Hispanic families served by the three schools who have children three to five years old. A secondary criterion is families whose parents have little contact with the schools. The program does not accept families without children in the target age range or extended family members of such children. The participants are almost all mothers of the targeted children. Of an approximate 100 participants, only three couples and two other family members were reported. Most of the participants are married and have been in the U.S. for five to ten years. The mean level of education of the participants is seven years.

Participant families are relatively large. Most of the participants are still of child-bearing age, and pregnancies are relatively common. One family with six children younger than the first grade was reported. The number and age of the children create attendance problems. Although stipends for child care are available, some mothers do not like to leave their children at home. When children get sick, the mothers also tend to stay home.

Although the community as a whole is relatively stable, there is substantial mobility within the community and families often change districts -- and thus move out of the FLAME program area. Some families go to Mexico for a month or two over Christmas; others relocate. Mobility (along with pregnancies, large families, and weather) is the most important factor in erratic program attendance. Program participants are not particularly well assimilated and initially tend to lack self-confidence and assertiveness. One of the contextual goals of the program is empowerment, especially increasing participant involvement in schools and in the Local School Councils (LSCs), which have substantial authority in each local school.

Description of Project Staff: The FLAME program is run by the University of Illinois at Chicago (UIC) College of Education. Most of the staff have a connection with UIC, and the program makes extensive use of faculty and students.

Program Directors. The Co-Directors are both Associate Professors of Education. One is a bilingual education specialist; the other a literacy specialist. Their complementary specialties contribute to different facets of the program. Dr. Flora Rodriguez-Brown is Coordinator of the Bilingual Education Program. Her area of specialization is language development in bilingual students and language interaction and discourse in bilingual classrooms. A native of Costa Rica, Dr. Brown has extensive experience providing in-service teacher training in bilingual education, working with parents and teachers on community projects related to bilingual children, and the development and implementation of programs related to LEP populations. Her responsibilities for the FLAME program include the ESL component of the program, relations with the participating schools and community, and training of community liaisons and program teachers.

Dr. Timothy Shanahan teaches reading and writing at UIC. His research focuses on various aspects of literacy, the relationship among them, and assessment of reading ability. Dr. Shanahan's expertise is literacy and he is the only core staff member who is not bilingual. Dr. Shanahan's responsibilities for the FLAME program include design and development of the literacy training curriculum, training of staff in this component, and oversight of the literacy sessions.

Field Coordinator. Three bilingual field coordinators oversee and coordinate various aspects of the FLAME program. Lourdes Kaplan coordinates relations with the three participating schools and works with the Community Liaisons. Brett Blake manages program data, testing, and interviewing of parents on the literacy components. Margaret Mulhern is in charge of home visits and other activities used for observation and evaluation. Ms. Kaplan and Ms. Blake have bilingual certification and experience as bilingual teachers. Ms. Blake and Ms. Mulhern have Master's degrees and are on staff with UIC.

Instructors. The program has nine instructors at the three sites. Seven of the nine are graduate students in the bilingual program at UIC; the other two are undergraduates, although one has a teacher's certification from Mexico. All are working toward their certification in bilingual education. The teachers were selected for their bilingual ability and their dedication. Dr. Rodriguez-Brown paid considerable attention to grouping them into compatible teams. All instructors observed exhibited a high degree of enthusiasm and involvement with the participants.

Other Staff. All three sites have a community liaison who are parents in the school who have demonstrated a substantial degree of leadership. All are from the Mexican community and perform a key role in communicating with the community and participants, and as a spokesperson and catalyst for the participants in dealing with various authorities on different issues. Child care is provided during ESL sessions. The child care staff are also members of the Mexican community. One site did not have a child care provider at the time of the site visit.

Description of Facilities: The FLAME program is headquartered at UIC. The program operates in three public elementary schools; Ruis, Perez, and Jungman.

The FLAME Office. The FLAME office, located in the Education Building, is essentially a conference room. It has desks and bookcases around the perimeter and a table in the center for the staff meeting. The program teachers use this room to prepare lesson plans, hold meetings, and discuss various aspects of the program. The teachers and core staff meet biweekly for a training/ discussion/brainstorming meeting.

Ruis Elementary School. Ruis Elementary is a new school, built within the last few years. The school is designed with large open spaces, which does not allow convenient alcoves or a dedicated room for the program. Rapidly growing school population has left little or no vacant space. The ESL class observed at Ruis was conducted in one corner of the all-purpose room, where lunch would later be served to the school population. Several tables had been configured into a horseshoe around a portable blackboard. Most of the children were out on the playground at the beginning of the session. After about an hour, the child care provider brought them into another corner of the all-purpose room, where they played with Legos. (Three of the younger children remained with their mothers during the class.)

Perez Elementary School. Although Perez Elementary is a new school, the school population has grown so fast that Cominsky School has been kept open for overflow. The FLAME program is located in Cominsky, a very old building with peeling paint. The classroom, located in the basement, was filled with lunchroom tables, and the participants sat in rows facing each other. The room had blackboards, but little else for furnishings or equipment. Child care was provided in a separate (but equally run-down) room, that was also equipped with lunchroom tables. There were shelves for storage of play equipment and rugs for the smaller children.

Jungman Elementary School. Although Jungman Elementary is also a very old building, the halls are brightly decorated with children's paintings and other assorted schoolwork. The class was held in the cafeteria in the basement and the principal equipment was a portable blackboard. There is no child care provided at Jungman, and the class observed was a family literacy class. Thus children ran about a great deal as their attention lagged.

Program Focus/Model: The FLAME program model includes several components. The principal ones are a series of family literacy activities or workshops, which are built around a model of literacy transmission; ESL classes; a leadership institute; and field trips and special activities.

Literacy. The literacy component is designed to assist Mexican parents to provide for their children's literacy needs. The program is based on four aspect of the home literacy environment that were identified as essential for LEP parents' contribution to their children's literacy: literacy opportunity, literacy models, literacy interactions, and school-home relationships.

The short-term goals of the literacy program are to: 1) Increase the ability of LEP parents to provide literacy opportunities (related to the amount and types of reading and writing materials available in the home) for their children; 2) Increase LEP parents' ability to act as positive literacy models for their children (by using literacy in an open and obvious manner); 3) Enhance the interactive skills of LEP parents so that they can more directly and effectively initiate, encourage, support, and extend home literacy learning (e.g. by reading and sharing books with children, carrying out simple language experience activities, and playing language games); and

4) Increase and improve relationships between LEP families and local education agencies.

The literacy portion of the program uses a series of workshops, held every other week, that provide activities for parents and their children. A fourteen-session curriculum has been developed around the following topics:

- Home literacy centers (2);
- Book sharing;
- Teaching children the ABCs;
- Book selection;
- A book fair;
- Children's writing;
- School classroom observations;
- Parent teacher get-togethers;
- A library visit;
- Community literacy (2)
- Letter sounds; and
- Language games.

The content of the literacy sessions is modified on an ongoing basis and teachers adapt to interest of the class. The FLAME staff noted that the literacy sessions appear to be substantially more effective with participants who repeated the material for a second year.

ESL. Program activities include two ESL classes each week, continuing throughout the year. Whole language is the basic approach used, although elements of other approaches are also included. Initially the ESL classes were not integrated into the family literacy workshops. In the first year, ESL classes were the program's big draw, and the literacy sessions were not always well attended. In the second year efforts have been made to integrate the two components. Thus ESL topics lead to a literacy session (e.g. a library trip is preceded by ESL exercises on use of public transportation or asking questions or for help in a public building).

Leadership Training. Development of assertiveness and empowerment of the participants is a significant element of the program. One context for application of these characteristics is in dealing with the teachers, schools, and Local School Councils. In a broader sense, the participants learn that they can make a difference in their children's literacy. Part of the capacity-building strategy is to get enough leadership in the community and support in the LSCs to continue the program, perhaps with UIC supplying program teachers. The leadership institute is a series of four sessions held in the summer. These sessions include presentations by outside experts and workshops and are held on the UIC campus. Going on campus is reportedly a source of pride for participants, and is a draw that attracts even some of the husbands. Lunch is also provided; a recurrent theme in the site visit was the importance of food to a social gathering in the Mexican culture.

Field Trips. Field trips have included a trip to the Museum of Science and Industry and to see a movie about the environment. The field trips are designed as family outings to broaden the participants' horizons and awareness. After some initial problems with scheduling, the field trips have been successful, filling as many as three buses.

Community Involvement. The general approach of the program has included fostering as much involvement of the community and participants as possible. The community liaisons are considered central to the program, in part because of their role in transmitting ideas to program staff. Specific elements and content of the classes are adapted to community interests and sound educational principles. Making the parents feel part of the educational process is a major objective. In discussing program accomplishments, the staff placed as much emphasis on the increased confidence of the participants as on any specific literacy achievements.

Description of Program Activities: Instructional activities were observed at all three program schools.

ESL. At the beginning of the session at Ruis Elementary, the teachers were discussing with the participants (mostly in English) what they had done for Mother's Day. Key words were extracted from the conversation and written on the blackboard as a vocabulary lesson. The teachers had prepared a board game about the structure of time. First the meaning of "a.m." and "p.m." were discussed. Then the rules of the game were explained in Spanish, and participants were asked to explain them in English. Each player advanced a marker by rolling a die. When she landed on one of the clock faces, she had to tell what she usually did at the time shown on the clock. The eleven participants were divided into two groups to play the game, and a teacher supervised each group. Another exercise involved use of the telephone. The teachers had prepared scripts and each person in the small group called another. The caller asked for the husband, who was not in, and a message was taken. (This exercise was to be repeated the next day without scripts.)

The class at Perez was hard at work on pronouns and verb tenses. The board contained a matrix of personal pronouns. The class had previously been working on past tense and future tense. Each of the eight participants had a card with a verb on one side and a noun or prepositional phrase on the other. They had to make a sentence in the past tense using these elements and then change it to the future tense. The class proceeded with cheerful banter in both languages and side discussions on pronunciation. The noise level was high, in part due to the presence of several small children who preferred to remain with their mothers rather than go to child care.

In the last half hour of the class, one of the teachers explained that the class was going to write about a dream, which she likened to a story. The class reviewed the parts of a story: setting; plot; and resolution. The class took extensive notes; indeed, notebooks were much in evidence in all of the classes. Finally a beginning sentence was suggested ("Yesterday I had a dream that...), and the class began to work. The teacher explained, however, that she was working on expression and story elements, not grammar or spelling. The Perez teacher described some of the techniques she uses to draw out participants. Scavenger hunts in the school are used as group activities. Another game is to get one person to find out things about the others (e.g. who likes chocolate) by asking them questions. One participant, illiterate in Spanish and with very low self-esteem, was encouraged by staff to bring items from her home pueblo to class and tell about them. This experience opened her up considerably and she is now talking a lot and volunteering readily.

Literacy. The literacy class at Jungman was attended by ten women and six children. The class was conducted almost entirely in Spanish, because the primary focus is on literacy-related activities rather than English. The activities were based around a recipe for banana logs -- a banana split, end to end, with various fruits on top. The class discussed the steps of reading and following a recipe and then the parents and children actually made the dessert. The next activity was a language experience exercise in which the teacher discussed with the class the steps to turn an activity with children into a story. It was explained that they needed to discuss with the children what they had done, then write what they say, work on drawings, and then bind it together in a booklet and read it to the children. After discussing these steps, the class set about making booklets. The children worked on drawing and painting. Parents whose children were not present also wrote the story and illustrated it.

The class had known that they were going to have visitors and had prepared a meal -- unbeknownst even to the teacher. Presently the Community Liaison, who had been participating in the class, came over and invited me -- rather formally and in fairly broken English -- to stay for the food. The FLAME core staff were delighted that the Community Liaison had the confidence to invite an Anglo stranger in English, rather than convey the invitation in Spanish through one of the program staff.

Summary Statement: The FLAME program was designed around a model of literacy development in the home. The core of the program is a series of literacy activities designed to enhance this process. The ESL component of the program has been built around the literacy core. Literacy activities that center on the home are principally in Spanish. The evaluation design reflects the family literacy emphasis and includes observation of literacy environment and activities in the home. The designed pre- and post-testing of the children is also extensive. Along with fostering of literacy and ESL, empowerment of the participants is a significant component of the program. The summer institute is explicitly designed to develop leadership qualities in the program. Many of the activities build confidence and a sense of capability of the participants and encourage them to play a greater role in school affairs. Responsiveness to the interests of the participants and their culture is considered an essential part of the program design. Community support for family literacy programs -- particularly in the forum of LSCs, which have some budgetary authority -- is one vehicle for capacity building. The program makes extensive use of bilingual education students. A program goal is to develop a cadre of approximately two dozen capable bilingual education teachers who will incorporate family literacy into their approach throughout their careers. Indeed, this is one way in which the program seeks to build capacity. The UIC Co-Directors also expect to develop a publishable body of knowledge about family literacy that can be transferred to other situations.

FELP Site Visit Case Study

Project Title: **LAO Family English Literacy Program**

Organization: **LAO Family Community of Minnesota, Inc.**

Address: **976 West Minnehaha Street**
St. Paul, Minnesota

Project Director: **Mr. Geoffrey Blanton**

Date Site visit: **May 16, 1991**

Organization Background: LAO Family Community of Minnesota, Inc. is a non-profit, non-affiliated social service agency incorporated in 1983 as a Hmong self-help organization. The agency is managed by an eight member board and employs 34 staff working in four program areas which include: Self-Sufficiency in Living, an employment support function; a Youth Program including Teen Pregnancy and Delinquency Prevention Projects; a Legal Aid Office serving some 1,500 clients annually; and the Family English Literacy Program which serves approximately 250 families annually and includes a Kindergarten Readiness Program serving 200 children annually. The agency receives funding through a number of sources including the Federal government and private foundations. The LAO Family English Literacy Program is currently in its second year of funding.

Project Director/Staff: The LAO Family English Literacy Project is staffed by a 50 percent director, a counselor, 2 English literacy teachers, a certified ESL instructor, and a home/school liaison. The director has directed the FELP program for the last two years and is working towards a bachelor's degree at Augsburg College in the Minneapolis/St. Paul area. He is a past Vista volunteer where he worked developing a volunteer tutor program in a literacy program. The project counselor has an earned GED, has participated in a number of workshops related to adult literacy, and is multi-lingual in English, Thai, Lao, and Hmong. The project teachers are college trained and have participated in a number of literacy and adult education workshops. Most are bilingual in a second language representing English, Hmong, Lao, or Thai. The certified ESL teacher has the equivalent of an MA and 11 years of teaching experience. She is responsible for all program curriculum development efforts. The home/school liaison is multilingual and has an earned GED with extensive formal education in Laos and six years of job training experience.

Program Focus/Model: The primary focus of the LAO Family English Program is English language development. The Basic English Skills Test (BEST) is used to assess English language skill development. Pre-post tests and competency checklists serve to measure participant progress and perceptions of program effectiveness. An external evaluator conducts classroom observation, participant and staff interviews, and incorporates measures to assess overall program impact. The program has a strong parent involvement component which brings parents and children together for play, cultural activities, and school-related tasks such as computer instruction and practice. Parent empowerment is considered an important program goal.

Description of Community: The program provides instruction, day care, and related support in various sites across the Minneapolis/St. Paul metropolitan area. The program has a total of three sites, generally located in older neighborhoods in transition. Sites are located in Hmong populated areas where the majority of residents are involved in non-skilled assembly work, primarily with packaging companies. A high number of program participants are receiving public assistance and live in housing developments. A number of Hmong are starting their own businesses, mostly in retail. The estimated Hmong population in this metropolitan area totals 25,000 (although the official count is 17,000), the largest concentration of Hmong in the United States. Many of the participants are very recent arrivals in the United States.

Description of Facilities: Program administrative and staff offices are centrally located and housed in the LAO Family Community of Minnesota offices. The LAO Family English Literacy Project is one of a number of programs operating under the auspices of the umbrella organization which receives funding from a number of agencies or foundations totalling 1.2 million annually. Funding support comes from the Department of Education (OBEMLA), the USDE Refugee Immigrant Assistance Division, United Way, St. Paul Foundation, Mcknight Foundation, Robert Johnson Foundation, Bush Foundation, Dayton-Hudson Companies, General Mills, and the Pillsbury Corporation. The OBEMLA funded FEL Program operates in three of the six instructional sites: Frogtown Family Resource Center, which is shared with several other funded programs to provide supportive services; the Redeemer Lutheran Church which is also multi-purpose; and Mt. Airy Center, a public housing development and considered one of the more permanent facilities. Other funding sources allow for maintenance of three additional sites including Phalen Lake Elementary School, the site of a Title VII funded basic program; the McDonough Housing Development which provides space for ESL instruction, a certified nurse training program, and computer facilities; and St. Adalberts Parish School which provides space for ESL classes. All instructional sites contain multiple classroom space, day care and kitchen facilities, and some provide computer labs. The classrooms visited were all nicely furnished, bright, clean, with a variety of bulletins, blackboards, book shelves, study tables, plenty of chairs, and a variety of instructional materials.

Description of Participants: The project has served some 250 participants during this funding period. The instructional cycle is 11 weeks in duration and an average of 120 clients are served during each instructional cycle. There are four instructional cycles per calendar year. The average age of the program participants is between 30-35. The female/male ratio is 60/40, and the average participating family has four pre-school children. The majority of participants are pre-literate in their native language. They often live in extended families and receive some form of government assistance. Although the program population resides in close proximity to other members of the same ethnic and language groups, the Hmong are isolated from mainstream populations. The average time that participants have been in the United States is five to seven years. The majority of the population is employed in non-skilled assembly type work. The average observed class size is 11 students with females outnumbering males, and ages ranging from an early 20's to about 50 years. The adult male appeared to hold a dominant position in the classroom relative to the female student, an observation confirmed by program staff as reflecting traditional cultural values and roles. Although children were present in several of the classes observed, they took no part in class activities. Activities involving children were programmed and structured to include play and generally were scheduled before the class or at a break during the class. This family interaction was observed during the visit to the Frogtown Family Resource Center. The delivery of food commodities was observed during the visit to the Mt. Airy Housing Development.

Description of Program Activities: The first site observation took place at the Redeemer Lutheran Church where the students celebrated the instructor's last day of teaching. Students brought food, gifts were presented, and students wrote cards expressing their gratitude for the instructor's assistance. The messages were handwritten in the students' words and the cards were read aloud by the instructor. The instructor praised the students for their writing abilities and their courage in attempting to use difficult words. Approximately 18 students were present along with the home/school liaison, the counselor, and the FELP director. Students appeared very happy with the class and expressed sincere thanks to the departing instructor. All spoke in English and responded to the teacher's comments on their cards and messages.

The next observation was at the Frogtown Family Resource Center, located in a store-front facility. There were three classrooms, each nicely furnished with bright colors, lots of toys, carpet, and many available written materials. One room served as a child daycare center. Some eight children were present on the visitation day; several adults were also present. The next room was used for FELP student play and instruction. On the day of the site visit, fathers were playing with their children on the floor and one adult oversaw the activities. Again there were many toys and other materials available. The third room was the instructional classroom, furnished with group work tables, chairs, bookcases, and many materials. The instructor introduced the guests and several students commented or asked questions in English. The instructor reviewed some assigned workshop programmed materials.

The third site visited was the Mt. Airy Housing Development. The facility was well furnished, and there were a number of activity rooms including a computer center, a game room, a kitchen, a conference room, and a main classroom. The teacher was working on vocabulary development using an overhead projector and pictures to help the students to create stories. The instructor maintained class attention using various methods including recitation, group work, and board activities and there was active participation. There was a variety of bulletin boards and posters around the room. The teacher indicated the use of a variety of materials which included: Speaking Up at Work, Basic English Grammar Workbook, Steck-Vaughn Real Life English, Barnell-Loft Multiple Skills Series, Scott Foresman Messages: Adult Reading Comprehension, Parenting Curriculum for Language Minority Parents, and Side By Side. The instructor at Mt. Airy is responsible for other project curriculum development. The materials reviewed at this site are used across the program at all other sites.

Summary Statement: The LAO Family English Literacy Program, located in St. Paul, MN serves Hmong participants at three project sites. The program facilities are located in the heart of the Hmong community of St. Paul. St. Paul has the highest concentration of Hmong in the United States. The primary focus of the program is on English language development. Parent improvement is considered an important program goal. The Basic English Skills Test (BEST) is used to assess the English language development of project participants. The classroom instructional staff appear to be well prepared and highly motivated and the students appear to be serious in terms of their participation. The buildings and classrooms are well furnished and contain a variety of materials. There are indications of strong collaboration between the FEL program and the other programs and projects operating under the LAO Family Community of Minnesota. The multiple funding sources combine to provide a strong support base to the FELP.

FELP Site Visit Case Study

Project Title: Biloxi ESL/Bilingual Education Family English Literacy Program

Organization: Biloxi Separate School District

Address: 340 Nichols Drive
Biloxi, Mississippi

Project Director: Ms. Jude Lupinetti

Date Site Visit: April 22-23, 1991

Organization Background: Biloxi Separate School District is a public school district serving Harrison County, Mississippi. The FEL Program extends beyond the Biloxi School District and includes the Gulfport, Harrison County, Pass Christian, and Long Beach School Districts. The Biloxi ESL/Bilingual Education Family English Literacy Program is currently in its third year of funding.

Project Director/Staff: The Biloxi FEL Program is staffed by a full-time director, Project Coordinator, a part-time Child Care Specialist, eight part-time teachers, three part-time paraprofessionals, and a secretary. The director has a BA in Linguistics and an MA in Tesol and is working on her Eds in Educational Administration. She also has considerable experience teaching and managing special student programs. The Project Coordinator is responsible for curriculum development and staff in-service. She earned her BS and MA degrees in Elementary Education, has been Project Coordinator for three years, and has 17 years of teaching experience. The teaching staff are all certified and work an average of 16-48 hours per month with the project participants. The paraprofessional staff are non-degree personnel with strong native language skills and close cultural ties with the program participants.

Program Focus/Model: The classroom strategies can best be described as eclectic. The teachers borrow from several teaching approaches and view each learner as an individual with specific needs and talents. The overall purpose of the program is to teach English to an ethnically diverse population consisting of Vietnamese, Spanish, Korean, Arabic, and Chinese speakers. A secondary purpose is to develop basic survival skills which will allow recent arrivals to meet their everyday basic needs. The instruction focuses on parent training, school-home relations, and communication skills. The Language Assessment Scales (LAS) is used to assess English language proficiency. The program evaluation model compares this standardized measure with a norm population to establish the extent to which the gap between the groups is reduced in terms of language skills development.

Description of Community: The FEL Program serves students in ten sites across several communities including Biloxi, St. Martin/d'Iberville, Pass Christian, Pascagoula, Gulfport, and Ocean Springs. The total combined population of these population centers is estimated at approximately 46,000. The economy is based on fishing, tourism, military, and port industries. The newly arrived Vietnamese are generally involved in the fishing industry. The other populations served by the program are represented in all industries. The Spanish speaking population has resided in the area for several generations and works in a variety of areas.

Description of Facilities: The primary program offices are located at Nichols Middle School of the Biloxi Separate School District. The school provides classroom space and a suite of offices which house the administrative and support staff, program materials, and equipment. The offices also house a small computer center, including a computer lab room which is made available to program students at this site. The Biloxi ESL/Bilingual Education FEL Project serves a total of ten sites. The classroom visited at Nichols was sparsely furnished with ten tables, some thirty chairs, and a blackboard. The walls were decorated with posters and cultural materials. At the public housing project known as West End Homes, classes meet in a meeting room, a large, clean, but sparsely furnished space with tables and chairs. The room had a small blackboard, and bulletin boards displaying materials celebrating the arrival of spring. A small kitchen was located to one side of the classroom. The other nine program sites include: Emmanual Baptist Church, an apartment complex meeting room, two other schools, three housing project meeting rooms, one restaurant, and one private home.

Description of Participants: The project currently serves some 131 students representing five language groups including Vietnamese (the largest language group), Korean, Spanish, Chinese, and Arabic. The groups are usually clustered at different sites, probably a reflection of the ethnically diverse communities in which the groups reside. The Emmanual Baptist Church in Biloxi serves mostly Arabic speakers with a few Hispanic women in attendance. The apartment building in Pascagoula serves primarily Korean speaking students. The only instructional center that serves a combination of Vietnamese, Chinese, Spanish, and Arabic speakers is Park Elementary School in Ocean Springs, a small residential community a few miles east of Biloxi. The other sites serve Vietnamese speakers exclusively. The Vietnamese are the largest group in the community and also the most recent arrivals. The Spanish speaking population has been in the area for several generations. The Chinese, Korean, and Arabic speaking participants have been in the area for 2-4 years and are not connected to a single industry as are the newly arriving Vietnamese (fishing).

Description of Program Activities: The instructional program focuses on English language development and basic survival skills training. Cultural sensitivity is a strong program component throughout the service area and at all sites. The instructional approaches vary depending on the teachers and participants. Observation took place at two sites: Nichols Middle School and West End Homes public housing. The instruction at both sites was conducted by a teacher assisted by a native language speaking paraprofessional. At Nichols Middle School, where observation took place during the afternoon, the teacher used traditional student handouts to introduce the lesson. The paraprofessional then reinforced the lesson in the native language. Nine Vietnamese students were present: six females ages ranging from 25-45 and three young males with an average age of 25. The teacher depended heavily on the paraprofessional and many times waited while heated discussions took place between the paraprofessional and the students. Most of the materials used were "fill in the blank" type and the teacher utilized the blackboard throughout the lesson. The paraprofessional worked with the students on developing stories using words from the handouts. It appeared from the laughter that the students liked the paraprofessional and delighted in the class discussions that took place in both English and Vietnamese.

At the West End Homes, the teacher played the dominant role. She was a loud, clear speaker and obviously enjoyed her work. She encouraged full class participation and depended on recitation, board work, and readings. The teacher touched the students, stood close by when addressing them, chided them, and generally entertained the class. She used first names and made sure that everyone had a chance to respond to her questions. The paraprofessional was a serious man who translated the teacher's instructions into Vietnamese. The interactions between the teacher and the aide were smooth and the translations did not distract from the content that was being introduced or reinforced. Eleven students were in attendance during the observation which took place in the evening beginning at 6:00 until 8:00 pm. There were two males around 35-45 years old; three females ranging in age from 25-45; four elementary school students in grades two to seven; and two small children of 3-5 years of age. All participants sat around the table and were involved in the class activities. The teacher went around the table giving everyone a chance to participate, including the young children. The adults were a little more hesitant than their children in expressing themselves in English but they could tell they would have no choice but to respond to the teacher's prodding, and warmed up consistently as the evening progressed. The lesson of the day was on the calendar (months, days, years). Dates were related to participants' everyday experiences, and students were allowed time to contribute information on personal experiences such as birthdays and cultural or historical events coinciding with the different dates discussed.

The program staff and participants also celebrate the various holidays such as the Chinese New Year, Tet, Mardi Gras, Cinco de Mayo, and the Blessing of the Fleet. They also involve students in picnics and fund raising efforts. The children are involved very naturally in all program activities.

Summary Statement: The Biloxi FEL Project is located at ten sites across several communities in the Biloxi, MS area. The project currently serves 131 participants representing five language groups: Vietnamese (the largest group), Korean, Spanish, Chinese, and Arabic. The program seeks to develop basic survival skills which will allow recent arrivals to meet everyday basic needs. Instruction focuses on parent training, school-home relations, and communication skills. Cultural sensitivity is also a strong program

component. English language proficiency is assessed through the Language Assessment Scales (LAS). It appears to be a well managed program with clear goals and objectives carried out by trained and committed staff. Program activities are delivered in the neighborhoods where participants reside. The program encourages and provides for the involvement of children. The instructional strategies allow for full and open communication which appears to be effective in developing English language development and student self confidence.

FELP Site Visit Case Study

Project Title:	**Migrant Family English Literacy Program (MFEL)**
Organization:	**Livingston-Steuben-Wyoming BOCES** **BOCES Geneseo Migrant Center**
Address:	**Holcomb Building, 210** **Geneseo, NY**
Project Director:	**Robert Lynch**
Date of Site Visit:	**June 10-11, 1991**

Organization Background: The Migrant Family English Literacy Program operates within an environment of several educational systems peculiar to New York State. It is a collaborative effort of these institutions and is integrated into other programs that they provide.

BOCES. A Board of Cooperative Educational Services (BOCES) is a type of comprehensive school district set up to provide special services and programs that individual school districts do not provide. Originally, BOCES was intended as a temporary way to help small rural districts provide their students with some of the many educational opportunities found in larger city school districts. There are 43 BOCES in New York. The Livingston-Steuben-Wyoming (LSW) BOCES serves twelve rural local school districts in a three-county area and 16,000 students. Among the array of services provided are the following: Vocational programs in nearly two dozen fields; special education programs; other educational programs including a gifted education program, alternative education, adult education services, occupational training programs for students with handicapping conditions, a regional program of excellence, and an arts in education program; a variety of support services to school districts; and the BOCES Geneseo Migrant Center.

Migrant Tutorial Outreach Program (TOP). The New York State Migrant Tutorial Outreach Program is the institution developed to provide special compensatory education programs for migrant children in the state. TOP is funded by the USDE migrant education funds allocated to New York, as well as state migrant education funds. There are 13 Tutorial Outreach Centers (Tutorials) serving all of the state except the New York City metropolitan area (see map). The TOP provides a variety of educational and ancillary services to about 7,000 migrant children, including the following: intensive one-on-one tutorial instruction to migrant children in the schools including reading, writing, math, content areas, and ESL; summer programs including: an in-home tutorial program; a day school program for primary children; and a night school for migrant adolescents.

The day school and night school are coordinated with schools in the migrants' homebase states (principally Florida and Texas). Arrangements are made to transfer night school credits to homebase schools, so that the children will not fall further behind as a result of school missed when they move.

The BOCES Geneseo Migrant Center. The Migrant Center has been a part of the LSW BOCES since 1969. In many ways the LSW BOCES is the lead BOCES in the state on migrant issues and programs. The Center provides direct services to migrant farmworkers residing in the service area of the LSW BOCES, and it coordinates programs benefiting migrant workers on a statewide and even national level. The LSW BOCES is the grantee for the MFEL program, which is run by the Migrant Center. Other programs related to literacy and family transmission of education run by the Migrant Center include the following: Literacy for Migrant Farmworkers; Parental Resources for Involvement in Migrant Education (PRIME); and In-Camp ABE/ESL/GED Instruction. The Geneseo Migrant Center also provides other services, including: The Migrant Dental/Health Program (state funded); Creative Artists Migrant Program Services (state funded); The Folk Arts Program (state funded); The Video/Photography Artist in Residence Program (state funded); The Migrant Literature Project (state funded); and Students in Service to Migrants (funded by ACTION).

Organization of MFEL. The MFEL Program is integrated into programs serving migrants that are offered by both the BOCES and the TOP. MFEL uses TOP and BOCES staff, as well as resources funded by several of their programs, particularly EPE, Literacy for Migrant Farmworkers, and Tutorial parenting education programs. MFEL operates in areas served by seven Tutorials. The Geneseo Migrant Center directly serves Livingston and Wyoming Counties, which are located in the service areas of both LSW BOCES and the Geneseo Tutorial. The scale of MFEL operations varies among the Tutorials from service provided at a single camp (New Paltz) to a large central classroom program (Brockport).

The staffing and lines of supervision vary among the Tutorials. The MFEL Director and Coordinator are on staff with the BOCES Geneseo Migrant Center. In each Tutorial the MFEL Site Supervisor is a member of the Tutorial staff. Hiring and pay of instructors vary considerably. Within the immediate Geneseo service area, instructors are hired and supervised by the MFEL Coordinator and paid with MFEL funds. Instructors may also come from a BOCES. In addition, the VISTA volunteers in the Literacy for Migrant Farmworkers Program work alongside the MFEL instructors in Tutorials that have both programs. This staffing situation reflects the tendency of MFEL to draw on resources wherever they are available. MFEL bridges a separation of delivery systems. Funding for literacy activities for migrant children, including ESL for out-of-school youth and parenting education is available through TOP. The VISTA Literacy for Migrant Farmworkers Program can serve all age groups.

MFEL provides services in three modes: Classroom, in-camp, and in-home. MFEL staff are firmly convinced of the importance of taking the services to camps and homes, because it is a more familiar, convenient, and comfortable setting for the participants. Homes and camps make it easier to involve women, since special child care arrangements do not have to be made. It is also easier to integrate TOP parenting education, since this is designed as an in-home program. Classes at Brockport are run on four levels, with class sizes commonly in the range of 10 to 20 participants.

Description of Community: The part of upstate New York served by MFEL is rural and agricultural. Agriculture is the third most important industry in the state, and New York is one of the top ten states in use of migrant labor in agriculture. The peak demand for migrant labor is in the harvest season, which is roughly August to October. Smaller numbers of migrant laborers are needed earlier in the year for preparing and working the fields and later in the year for handling and storing the crops. Demand for migrant labor fluctuates significantly as cropping patterns shift. A relatively recent mechanization of potato harvesting in New York has significantly reduced the demand for migrant labor. The interstate migrant community is quite isolated from the rest of the population. They generally live in camps in relatively isolated rural settings. The long hours and language barriers limit intervention with the rest of the community. Relatively few migrant children attend schools in New York.

The Target Population and FELP Participant Characteristics

MFEL is designed to serve migrant farmworkers. Nationwide, the migrant population is 75 percent Hispanic, and the proportion of LEP migrants who are Hispanic is considerably higher. Almost all MFEL participants are Hispanic. MFEL has also served camps of Haitian-Creole speaking migrants, and a small number of Algonquin Indians from Canada. Hispanic migrant workers are usually from the states of Florida or Texas. If they are from Texas, they often have roots and family in Mexico. New York is at the end of the migrant path, but a substantial proportion of migrant workers come directly to New York, rather than working their way up the east coast over the summer. Migrants may arrive as early as March and may stay as late as December. June through October represents a typical season in New York for migrants. A small proportion of Hispanic agricultural workers live in New York year round.

Some migrant farmworkers travel and work in crews that are headed by a crew boss who has enough initiative and resources to organize a crew and obtain a bus. Such crews typically include single unrelated workers. Migrants also travel in family groups, often with several related nuclear families that make up an extended family. In such a case the leader may be the patriarch of the family.

The family structure provides a place for women, but it is a place with limitations. When there are child care difficulties, it is the woman who stays home with the children, while the man comes to ESL classes. When women work in the fields, their husbands (or the family patriarch) often receive the paycheck. Women's wages are often reported under a male's social security number, which can leave women and their children without the benefits that come from a work record. The hard living conditions also contribute to a significant amount of physical abuse of women. Adolescent girls come under a great deal of familial pressure to take care of younger siblings or older family members with health problems, and they may easily succumb to the "good daughter syndrome" and drop out of school.

Migrant farmworkers usually live in camps, which are owned by the farm owner for whom they work. Camps may house two or three dozen people, or over a hundred. Facilities are very basic. A typical camp will have individual rooms for families or groups of single migrants, common bathroom facilities, a common room, and one or more kitchens. Camps are not winterized, and migrant farmworkers who stay in the colder months are often housed in trailers.

The migration pattern is extremely disruptive to education. Migrant families typically leave their homebase state before the end of the school year and/or return after the beginning of the next school year. They may also move during the school year, with an additional loss of a week or two of school each time they move. Teenage migrants are likely to work in the fields to increase the family income. Under these circumstances, migrant children frequently have to repeat a grade and often drop out of school. Historically, migrant drop-out rates have run as high as 90 percent; they are now lower as a result of programs to serve migrants.

Educational levels among the migrant population are low, and most of the Hispanic migrants are seriously deficient in English. Of 106 MFEL participants in the first funding year who had attended an American school, 41 had completed sixth grade or less, and an additional 19 had gone no farther than eighth grade. Of 620 MFEL participants who were pre-tested for English (using the NYS Place Test), 395 (64 percent) placed in ESL Level 1 and 126 more (20 percent) placed in Level 2.

Project Staff: The MFEL staff include a Director and Coordinator, Site Supervisors at each of six Tutorials, and instructors.

Program Director. The MFEL Director is Robert Lynch, who is Director of the BOCES Geneseo Migrant Center. Mr. Lynch has been with the Center working with migrant families for over 20 years. He received his B.A. from the SUNY College at Geneseo in 1973. He currently administers other local, state, and federal projects of the Center. Prior to becoming Director, Mr. Lynch was Lead Facilitator for the Migrant Dropout Reconnection Program, and he has served as a trainer for various migrant programs. His area of specialization is migrant education and programs.

Other Staff. The MFEL Coordinator is Pat Edwards, who is also on the Geneseo Migrant Center staff. Ms. Edwards is familiar with migrant education and services and the migrant community. Site supervisors are members of the Tutorial staff. The Director of the Tutorial is generally involved with MFEL and sometimes serves as the MFEL Site Supervisor. The number of instructional sites varies greatly between summer and winter and over the summer, as individual camps open and close. MFEL had 47 instructors in the summer of 1990 and 15 during the winter. This year the number of instructors is expected to exceed 50. All of the instructors are part-time; most teach at only one instructional site, typically two nights a week. The total level of effort for an instructor will be about eight hours a week. The backgrounds of the instructors differ considerably. The Migrant Center tends to use college students for the classes it staffs. Other sites use instructors with a wider variety of backgrounds. Bachelors degrees, a teaching certificate, experience teaching adults, bilingual capability, and familiarity with migrants and multi-cultural experiences are "preferred." Because of the decentralized nature of the program. quality control and management are difficult.

Facilities: MFEL works in three modes: Classroom, in-camp, and in-home. The facilities vary correspondingly.

Classroom. MFEL classes of the Brockport Tutorial are held on the campus of the SUNY College at Brockport. The Tutorial has a large open office, and classes are held in regular classrooms. Classrooms were equipped with a blackboard. Participants were supplied with handouts. No other equipment or materials were observed in use. Child care is not available at the site.

Camp. The Sherron Farms Camp is located in a one-story in the country a few miles south of Plattsburg, New York. Two kitchens have commercial stoves, and refrigerators, most of which are at least 20 or 30 years old. The halls and common room are bare, but the kitchens and sleeping rooms are cluttered. Classes are held in one family's room, and in the common room or kitchens. Handouts and books are used.

Home. The in-home session observed was held in a well furnished middle- class home. This was not typical, since the house belonged to an Anglo in-law of the participants. In general, facilities at homes are probably comparable to those in camps.

Program Focus/Model: The program is designed to allow a great deal of flexibility and tailoring to individual circumstances. In principle, any workable language acquisition methodology is used, with the intended emphasis probably whole language and language experience. The design was to allow independence in a decentralized program. In practice. management and supervision have proven difficult, and the MFEL Director and Coordinator continue to develop more uniformity and direction. In the parenting component, role modeling of reading to children is an important element.

Program Activities Observed: Sherron Farms Camp. At the time of the visit, Sherron Farms Camp housed 21 adults and 14 children. All 21 adults were registered with MFEL. but only slightly more than half of them participated on this particular night. The camp population included five identifiable nuclear families (some of whom were related) and various other relatives and individual migrants. The camp is served by three instructors. On the night of the visit there were also three Even Start volunteers working with the children -- initially on pre-literacy activities such as coloring, naming and pasting pictures on construction paper, and reading to the children, but subsequently pure play. When we arrived after seven, the children had taken over the common room, and one kitchen was still in use for eating. People continued to wander through the common room and kitchens throughout the evening, with a certain amount of conversation.

One class was conducted in the room of one of the families in the camp. Participants included the mother, father, and fourth grade son of the family and two single men. Another boy (6 or

8 years old) lay asleep on one of the beds. The mother tended a three month old infant on another bed. The family had been in the area since January and had been receiving service for nearly four months. The room was about 12 by 20 feet, with a door and one double window. The room contained four beds, a porta-crib, a card table, a few chairs, and a TV/VCR. Shelves ran along two walls, with rods for clothes hangers suspended beneath them. Clothes, shoes, other possessions, and supplies were in a clutter on the shelves, in corners, and under the beds. Most of the participants sat on the beds or knelt beside them. All five participants had spiral notebooks, in which they wrote and to which they referred frequently. Several sheets of paper illustrating vocabulary or grammar were taped to the walls.

The most advanced group was working in a kitchen on pre-GED activities. Two men and a woman were doing a worksheet "multiplying decimal numbers." A sixteen year old girl, who was still in school, was in the room sporadically helping and participating. Cassie, the instructor, was providing individual assistance on the math, completely in English. She had collected notebooks from the class and showed the writing that they had been doing. She was trying to get the participants to keep journals, but they had not taken to the idea of daily unstructured writing. The MFEL Director suggested the use of a more explicit language experience approach, giving them specific topics of interest to write about. At one point, while Cassie was working with one participant on a counter, the sixteen year old girl got out some pictures to show of her "quincenera" (an elaborate coming out event) at her family's "ranch" in Mexico south of Brownsville, Texas.

Plattsburg Home Site. One instructor, Theresa, had been assigned to a family at a home site in Plattsburg. The participants were a girl in tenth grade and her grandfather, who worked at a mink ranch and the girl's mother, an agricultural worker. Because the grandfather was still at work, Theresa worked one-on-one with the girl, playing a variant on concentration. Construction paper cards were numbered on one side; on the other were written Spanish words (on one card) and English translations (on another). The players had to get a matched set of words, and then the girl had to use the word in an English sentence to keep her trick.

Brockport Classroom Site. The site visit to Brockport occurred on the second night and there were a lot of new students. They were being registered as quickly as possible and sent to whichever class seemed most appropriate. Formal pretesting would come later. A total of 54 people came that night, about 80 percent adults and the remainder of adolescents. The summer program's emphasis is heavily on ESL. The summer parenting education program involves only about five families, compared with about 30 during the year, primarily due to lack of instructional staff and child care. The Coordinator is planning one evening when the families will come in and share experiences about reading and the Tutorial will give away books to the parents. The Tutorial staff were buzzing with excitement at the end of the school year. The Tutorial had a bumper crop of seven high school graduates, as well as the second and third Tutorial students ever to graduate from college. On one wall there was a large bulletin board titled "Field of Hope," with pictures of all high school and college graduates who had been in the program. One of the college graduates who was to drive the van for the summer program, came over to talk with the Tutorial and MFEL Directors. With a little prompting, he told how supportive his parents had been for all their children's education. He philosophized a bit about how much working in the fields had taught him about priorities and discipline and spoke of his hopes to go on to law school.

ESL Level 1. The most basic ESL class included eleven men and one woman. They were working on learning the English alphabet, which had been written on the board, with pronunciation of the letters in Spanish. The class was doing printing and writing exercises. Other exercises included cursive writing and rules and exercises for capitalization. The class was copying with little idea and no discussion of content. Mary, the instructor, seemed to have little feel for her class. She seemed surprised that some of them did know cursive; commented several times that the class had no idea how to copy letters and words into the lines provided on the sheets and did not realize that two sets of lines meant that they were to copy it twice. She also mentioned that she already had done all of her lesson plans for the entire summer. The MFEL Director and Coordinator were left to ponder how she could be supervised and managed, especially since she had been hired by the BOCES and was not really subject to anyone in MFEL or the Tutorial.

ESL Level 2. ESL Level 2 was very successful. The objective was to break the ice and get the class to feel like a group. The first exercise had been for everyone to pick an adjective that started with the same letter as his or her name. The adjectives were then paired with the names (after their meanings were discussed) to produce such appellations as Awesome Alessio, Joking Jasmine, and Rebellious Ricardo. When we entered a game was in progress. The nine men and six women of the class had 15 chairs in a circle, with one person in the middle. He/she would ask the class "do you like ___ ?" and supply the name of something he liked. The members of the class that liked it would get up and everyone standing would rush to a vacant chair. The person left without a chair repeated the process. Pronunciation and meaning were discussed as needed.

ESL Level 3. The instructor Raoul had expected to teach an ESL Level 3 class, but had decided the previous night that the participants were at a lower level. Thus he started with an exercise to try to sort out the language skills of his students. It was a one-page short story, with about 20 blanks and words in a column at the side to be used to fill in the blanks. After breaking up the class (9 men and 1 woman) into small groups, he asked questions: What is the story about? Who went to do a job? Where did he go? This idea might have worked if the story had been different and easier. As it was, the context was out of the participants' experience and the exercise was beyond the class, reflected by the fact that none of the participants filled in any of the blanks correctly on their own.

GED. At least some of the six men in the GED class were clearly at a higher level. The initial lesson had been a very basic economics lesson taken from GED materials. When the class resumed after a break, the lesson shifted to an article from a conservation magazine about water. Participants read it and discussed it for content, and the teacher went over definitions of words. At least half the class did well with vocabulary such as "devoid," "unique," "density," and "molecule."

Summary Statement: The interstate migrant population presents some unique circumstances to the Family English Literacy Program. During the summer, when most of the ESL services are provided, most of the children are not in school. The cluster of services provided includes ESL, GED, and parenting. MFEL is only one of four funding/staffing sources. MFEL is not restrictive about whether participants are parents or close relatives of school children -- the rationale being that the extended family structure means that virtually any adult is meaningfully related to a school-age child somewhere. MFEL also operates in a context of programs that have the goal of keeping children in school and reconnecting drop-outs.

The interstate migrant population present major challenges. Migration disrupts school attendance and it takes considerable effort to track migrants. They must either be served in isolated locations or transported to a central location. Their experience is rural, so urban-oriented materials are often inappropriate. Their mobility means that the period over which they can be served is short; on average, participants had 25.7 contact hours during the first year of MFEL. On the other hand, some migrants return to New York year after year, making ongoing service appropriate. Migration makes concepts such as exit and drop-out virtually meaningless and evaluation extremely difficult. The NYS Place Test, for example, is benchmarked for post-testing after 50 contact hours, twice the mean for MFEL participants. Migrant farmworkers are among the most disadvantaged, most LEP, and least well served populations in the nation. Their needs and circumstances are such that programs to serve them cannot fit conventional structures and expectations.

FELP Site Visit Case Study

Project Title: Project F.L.A.M.E. [Families Learning and Mastering English]

Organization: New York City Board of Education

Address:
210 East 33rd Street
New York, NY

Project Director: Christine Lin

Date of Site Visit: April 25-26, 1991

Organization Background: Community School District 2 is a large New York City district with 24 elementary schools and six junior high schools. It comprises a total population of almost 18,000 students. The project began in 1988 and currently is in its last year of implementation. The project serves mainly Chinese adults and out-of-school youth from Chinatown (Manhattan). A Literacy Assistance Center provided initial staff training as well as ongoing in-service training and technical assistance. Community School District 2 has demonstrated a strong commitment to bilingual education programs. Dr. Antonio Alvarado, Superintendent of Community School District 2, is a national leader in the development of innovative and effective bilingual programs. The district has demonstrated its commitment and capacity to serve its LEP population and their parents by providing district funded bilingual-bicultural programs; employing bilingual and ESL teachers; and employing bilingual guidance counselors, neighborhood workers, and paraprofessionals.

Project Director/Staff: Project F.L.A.M.E. is staffed by Ms. Christine Lin, Project Administrator (20%), a Project Coordinator, and five teachers. The staff work out of an old school building located in the heart of Chinatown. The Project Administrator is of Chinese national origin and is completely bilingual. She has a M.A. in E.S.L. and has undertaken post-graduate work in Bilingual Education. Four of the five instructors have a Master's degree in E.S.L.; the other has her degree in Early Childhood. Three of the five instructors speak Chinese.

Program Focus/Model: The main focus of the project is adult English language and literacy development. Parents are divided into three instructional levels: Group A is composed of those parents who are least likely to speak English; Group B includes parents who have a knowledge base on which to build, and group C parents have considerable English ability. Depending on the type of activity being conducted, children may or may not be included. A curriculum handbook that provides ideas for individual lessons as well as entire units of study for the three instructional levels has been developed.

Description of Community: Community School District #2 includes Chinatown, which remains the first stop on the East Coast for recent Chinese immigrants. The Lower East Side of Manhattan, where Chinatown is located, historically has served wave after wave of new immigrants. In general, the Chinese and various Hispanic groups living in the area are recent arrivals. Since the 1965 easing of quota restrictions, the growth of Chinatown as an immigrant community has been phenomenal. The 1980 census shows that there were 125,900 persons of Chinese descent residing in New York City, making this the U.S. city with the largest number of Chinese residents, surpassing even San Francisco (Mayor's Task Force on the Year 2000: Asian-American Issues, Asians in New York City: A Demographic Summary, New York City Department of City Planning, December, 1986.)

Description of Facilities: The program administration and coordination are contained in a brick public-school building built in 1898. From the rear windows, one can see several spans of the Brooklyn Bridge as well as a large public housing complex. Many children play in the tar basketball court located in the rear of the facility. The facilities are centrally located and only one block away from a main thoroughfare. This location provides prime opportunities to facilitate activities such as a field trips. To reach the family literacy coordinator's office, one must pass through the school auditorium. Offices are small, and the senior project people compete for space.

Description of Participants: A total of 56 participants were present at a session on 25 April 1991. Fifteen were in Group A, divided among two non-Chinese speaking teachers. Twenty-two were in Group B and 19 were in group C. One participant in group C was Puerto Rican and a native Spanish-language speaker. The majority of those present were women.

Description of Project Activities: Fifty-six parents were divided among the three groups according to instructional level. In the beginning level, parents discussed slides taken during a recent field trip to the art gallery at New York University. As each photo was flashed, students practiced vocabulary by discussing what had taken place during the trip. The group then read brief autobiographies that were written during an earlier class, had been typed, and photocopied. The intermediate groups were learning the name of fruits and vegetables in English. The advanced group was reading a newspaper account on a recent outbreak of measles. This group was able to read the article and discuss the information in considerable depth. Later that day, this group gathered in a computer facility where they used PCs to read and test comprehension, accuracy, and speed. During this computer activity, children often participate with their parents, or practice on their own.

Summary Statement: The main focus of Project F.L.A.M.E. is English language and literacy development. Computer activities supplement the instructional program which divides participants into three levels. The project serves primarily Chinese parents and out-

of-school youth in the Chinatown area of New York City. A major factor accounting for the success of this project was a large donation of approximately 30 computer keyboards and terminals linked to a main frame computer. This system allows parents and their children to work simultaneously on enhancing reading skills. Evaluation appears not to be an important element of this program; but rather "success" is measured by how a parent proceeds from level to level.

FELP Site Visit Case Study

Project Title: **Kickapoo Family English Literacy Program (KELP)**

Organization: **Ikwai Foundation of Organized Resources in Cultural Equity**

Address: **P.O. Box 963**
Choctaw, Oklahoma

Project Director: **Ms. Shirley Brown**

Date Site Visit: **April 25, 1991**

Organization Background: Established in the mid 1980s as a non-profit organization, the IKWAI Foundation (F.O.R.C.E.) resulted from community interest in addressing the unique educational and language needs of the Kickapoo population which were not being satisfactorily addressed by the area public school system. Co-founders Shirley Brown and Doris Beleele are assisted in policy development and decision making by a five-member Kickapoo Community Advisory Board. The Foundation serves as the umbrella organization for a series of federal programs funded under Titles V and VII which support various educational and support functions. The Kickapoo Family English Literacy Program is currently in its second year of funding.

Project Director/Staff: The Kickapoo FELP is staffed by a full-time director, instructional parent trainer, two full-time bilingual aides/community liaisons, and a half-time secretary. The director has a BA in Administration and Computer Science and considerable graduate work in Bilingual Education and Indian Education. She is an enrolled member of the Kickapoo tribe and has some 19 years experience managing Indian and bilingual education programs. The Instructional Parent Trainer is a registered nurse with a BS degree. She is an enrolled member of the Kickapoo tribe and has over 10 years of experience working with Indian education in a variety of positions. The bilingual aides/community liaisons are also members of the Kickapoo tribe and are experienced and certified paraprofessionals, each having earned at least 23 credit hours in their specialty area.

Program Focus/Model: The primary focus of the program is English language development and the development of literacy. The instructional approach includes a strong native language, and cultural component, and GED preparation. Instruction is provided at multiple levels depending on the needs of the incoming students. Project staff, including the director and secretary, assist in the classroom instructional activities in which a variety of materials and games are used to teach vocabulary and other language skills. The program houses an impressive and growing collection of materials on the Kickapoo as well as other Indian populations. The Kickapoo

English Language Project Test (KELP), a locally developed measure, the Steck Vaughn GED Test, and the ACTFL are used to assess participant academic progress and project impact.

Description of Community: The Kickapoo FEL Program serves students in Choctaw, a rural, isolated community in central Oklahoma. The median family income is under $5,000 per annum. Many of the families are single mother families surviving on welfare. Fathers are often migrant workers leaving the area in search of work for up to six month periods. Unemployment rates are high with employment opportunities in the area almost non-existent given the general economic condition of the state as a whole. The program serves a geographic area of some 30 square miles.

Description of Facilities: The program is based in a self-contained building belonging to the IKWAI Foundation of Organized Resources. The building, formerly a new car dealership, has been remodeled and houses administrative offices and three large open classroom areas. Other working areas include five instructional rooms, a computer center, and a kitchen and dining area which also serves as additional classroom space. The facility is open, bright, and very welcoming. All program services take place at this central location.

Description of Participants: The project currently serves some 100 Kickapoo students. The participants are mostly single head of family mothers. The median age is 30 with a range from late teens to over 60 years of age. Most participants are members of extended families with adult members often related to one another. The majority of participants are fluent Kickapoo speakers.

Description of Program Activities: The instructional program focuses on English language development with a strong Kickapoo cultural component. Language experience strategies are used in instruction. Steck-Vaughn materials were much in evidence. The Kickapoo Assessment Score Sheet is used as a diagnosis and placement instrument. Games are often used to develop vocabulary and related language development. The activity observed used bingo as a vocabulary builder. All staff including the Project Director and external evaluator assisted in this activity which took place in the early afternoon immediately after lunch. Thirty participants were in attendance including some 12-15 children, some as young as six months old. Adults generally teamed with a child in playing the game and appeared to enjoy it as much or more than the children. Prizes were awarded and staff encouragement was provided to all participants. Additional time was spent looking over materials on the various Indian tribes of the region. The Instructional Parent Trainer has developed an impressive materials center adjacent to one of the large classrooms that houses information used for cultural training. She also maintains a journal which chronicles current events involving Indians across the country, Canada, and Mexico.

Summary Statement: The Kickapoo FEL Program is an easily accessible facility providing a warm, caring, and nurturing environment to Kickapoo participants in the rural area of Choctaw, OK. The staff appear to be genuine in dedication to their work and commitment to the participants. The facility itself is well furnished, open, bright, and large enough to accommodate large numbers of people. The staff bring food from homes on a daily basis and feed up to 30-40 program participants every day. The meal prepared at the time of the site visit fed over 30 people including children. The primary focus of the program is English language development and the development of literacy. The instructional approach includes strong native language, cultural, and GED components. The program provides much more than instructional services--it appears to be a "home away from home" for participating families.

FELP Site Visit Case Study

Project Title:	**Project FIEL (Family Initiative for English Literacy)**
Organization:	**El Paso Community College**
Address:	**P.O. Box 20500** **El Paso, TX**
Project Director:	**Betsy Quintero**
Date of Site Visit:	**April 14, 1991**

Organization Background: The Literacy Education Action program, established by El Paso Community College in 1985, has received college funds and resources and external funds for innovative projects from the Private Industry Council, the Levi-Strauss Foundation, the Texas Commission for Higher Education, and the Texas Education Agency. In 1987 the college designated space and resources for the Literacy Center located in the downtown Rio Grande campus. The college has worked with the community in stimulating literacy activities and was instrumental in establishing the El Paso Literacy Coalition and obtaining grants from the Urban Literacy Development Fund. The college also worked closely with the El Paso Public Library Association and the city of El Paso to secure grant funding to establish library based ESL classes throughout the city. Project FIEL is in its third year of funding.

Project Director/Staff: The staff, headed by director Elizabeth Quintero, includes a research assistant, 20 teachers, 20 classroom aides, two teacher trainers, a counselor, and a technical assistant for video taping. All staff are part time except for the director and research assistant. Dr. Quintero received her degree in Early Childhood/Bilingual Education and has extensive experience in supervising teachers in multicultural, bilingual situations. She has published articles in various academic journals and presented original research at regional, national, and international conferences. The teacher trainer is a faculty member at El Paso Community College.

Program Focus/Model: The program focus is a five-step curriculum developed by Quintero through a grant from the Texas Education Agency in 1986. Project FIEL, Family Initiative for English Literacy, is based on this five step curriculum, innovative classroom management, and non-traditional classroom composition. The program design relies primarily on students' prior knowledge and present learning needs and provides a structure that values cultural and linguistic diversity, and assists children and adults in English literacy development.

The five step design includes:

1) Initial inquiry. The instructor begins the family literacy class by modeling appropriate language development behaviors including questioning, expanding, reinforcing, and praising while working directly with the children and their parents in a large group.

2) Learning activity. Class members engage in a "hands on" learning activity immediately after the oral language inquiry to help students make the connection between oral language, written language, and real life activities. The class is divided into family groups, and children and parents may draw, cut and paste artwork, cook, or manipulate materials.

3) Language experience approach. The parent and child create an oral story based on the learning activity, with the teacher providing needed written guidance. The instructor has the responsibility of guiding the family groups in terms of ability and provides individual instruction.

4) Storybook demonstration. After the language experience approach activity the teacher demonstrates reading a storybook to the class that relates to the theme. The teacher thus models (for parents) the appropriate behavior of allowing the children to interrupt the story for discussion and encouraging them to relate the story to their own experiences.

5) Home Activity Choices. Before the participants leave class, the instructor suggests activities for them to do at home with their children that continue the skill building as well as the behavioral emphasis throughout the week. The instructor also makes suggestions for individual family members or for the family as a whole.

Description of Community: El Paso is located on the Rio Grande which separates the city from Ciudad Juarez, Mexico, and is thus affected by the economic and social conditions of Mexico. The population of El Paso is over 500,000, and the city is estimated to have over 100,000 functionally illiterate community members. The high incidence of unemployment, poverty, and constrained economic development is directly related to the number of uneducated and unskilled members of the community. About two thirds of the population in El Paso County are of Hispanic origin. Almost 30 percent of the Hispanic families have incomes below the poverty level. The drop out rate of Hispanic students is approximately 50 percent. Project FIEL has served schools in seven districts in El Paso County.

Description of Facilities: The project administration offices are located in the Literacy Center, located in the downtown Rio Grande campus of El Paso Community College. Classes are conducted in the participating school district classrooms; the classrooms are typical of those found in elementary schools.

Description of Participants: Project FIEL has served 425 people in seven school districts in the three years of operation. Classes are held once a week for one and a half hours immediately after the school day ends. All program classes include both parents and children. The family groups served are of Hispanic origin; the majority of families have low incomes. Parents are selected on the basis of need and interest. Parents unable to read above the sixth grade level in either Spanish or English, according to scores on the Woodcock Test of Language Proficiency, are eligible for the program.

Description of Program Activities Observed: The parent/child classes had ended for the year at the time of the site visit. However, almost every class session during the three-year project was video taped, and a number of video tapes were reviewed. The parent-child interaction in the project is evident in the video tapes. The parents are actively involved with the children, and both parents and children appear enthusiastic about the project. The video tapes show parents working with children on literacy, parent-child activities in the classroom, and parent-child activities that can take place in the home. During the third year of the project, twenty classes met in seven districts. In-service training for staff was conducted immediately after the family literacy classes for 10 or 11 hours each semester.

Summary Statement: Project FIEL provides instruction using a five-step curriculum developed by Betsy Quintero. The program design relies primarily on participants' prior knowledge and present learning needs. All classes include both parents and children and the majority of participants are Hispanic. A curriculum and instructional manual on family literacy in bilingual education will be completed at the end of the project as well as a video tape manual. The manual has been requested by more than 100 people and is currently being revised for distribution. The evaluation of Project FIEL uses both formative and summative procedures. Ethnographic evaluation is used to track and analyze the intricacies of literacy behavior development on a family level. The methodological procedures consist of participant observation with documentation done by using daily field and methodological notes and video tapes. Project staff are searching for sources of funds to continue the project. Clymer says that the five-step curriculum is currently used in all literacy classes at El Paso Community College. The parents involved in the project report that they have been pleased with the project, with the growth they have witnessed in their children, and their own increased English literacy skills.

FELP Site Visit Case Study

Project Title:	**Project SCALE (Satellite Centers for Adult Leadership and Education)**
Organization:	**Intercultural Development Research Association (IDRA)**
Address:	**San Antonio, TX 5835 Callaghan Road, Suite 350 San Antonio, TX**
Project Director:	**Elizabeth Garza**
Date of Site Visit:	**April 10-11, 1991**

Organization Background: Intercultural Development Research Association (IDRA) is a non-profit research and development organization whose goal is to eliminate educational inequities through involvement in the areas of research, curriculum and materials development, training and technical assistance, and information dissemination. IDRA's Center for Literacy Development has conducted literacy research, operates satellite centers in five school districts to provide literacy instruction for adults, develops programs and materials for literacy development, and disseminates information about literacy through research reports and the IDRA Newsletter. IDRA maintains a library with a collection of adult education materials available to the general public. Project SCALE is currently in its third year of funding.

Project Director/Staff: Project SCALE is staffed by the director, Elizabeth Garza, a curriculum specialist/trainer, four teachers, and a secretary/aide. The Project Director has a background in Early Childhood Education and Bilingual Education and is currently working on a doctorate at the University of Texas-Austin. Ms. Garza is very active in the community, a member of the San Antonio Literacy Commission, and has many contacts in the business community. She serves as both producer and editor of the video tapes developed and produced for the project. All teachers are certified in adult education and two are bilingual. Teachers' salaries are paid by the Region XIX Education Service Center. IDRA conducts in-service training for all staff and purchases materials and supplies for teachers. The aide is bilingual and enjoys excellent rapport with project staff and participants.

Program Focus/Model: IDRA developed a model of limited English-proficient adult literacy instruction over a three year period which was field tested in urban school settings. An integral part of the model was the development of a series of 60 televised lessons called "Aprendo/Enseño." The model incorporates both traditional and non-traditional methods in delivering literacy services. Traditional methods include weekly classroom instruction and the use of commercial adult education materials. Non-traditional methods were also identified to overcome problems of limited participation in educational programs, low literacy levels, lack of input, and irrelevant materials. Parents are recruited through their children. Satellite centers are selected in conjunction with school districts. Classroom instruction is enhanced by supplemental materials including televised lessons and oral communication activities. The televised lessons enhance language skills and provide information on parent leadership themes such as parent conferences, grade cards, test issues, curriculum, etc. The model provides a Curriculum Evaluation Committee (CEC) composed of a parent from each school district, a district staff member, and project personnel. The CEC provides a forum for project participants that allows them to provide input on curriculum materials, parent leadership topics, satellite center sites, etc.

Description of Community: In 1983, the Center for Literacy Development in cooperation with the Education Committee of United San Antonio conducted "The Status of Illiteracy in San Antonio," a research study which provided the community with information on the number and distribution of illiterate adults in the city, demographic characteristics of the population, and educational programs serving the population. San Antonio, with a population of one million is more than 50 percent Hispanic. Unemployment rates are high, particularly for minority populations. At least 20 percent of the adults residing in the city have less than an eighth grade education. The four school districts served by the project have large concentrations of Hispanics. Two districts are urban -- Harlandale Independent School District and North East, and two are rural -- Somerset and South Side. In two of the districts almost half of the adult population has been identified as illiterate.

Description of Facilities: Project SCALE offices are located at IDRA which offers a variety of resources to the project. IDRA has printing facilities and an extensive library. Classes are either held in elementary school classrooms in the four districts served, or in church facilities. Project SCALE encompasses four project sites for participant instruction.

Description of Participants: Project SCALE, currently in its third project year, has served 300 participants to date, approximately 100 per year. All participants are native Spanish speakers. Some participants are employed in low paying jobs; others are unemployed. When a Levi Strauss factory recently closed, a number of laid-off workers joined the program. Priority in selecting participants is given to parents with children in Title VII programs, followed by those with children in state or locally funded bilingual or ESL programs.

Description of Program Activities: Classes are held during the day for two hours twice a week from September to May. Several levels of ESL and literacy instruction are offered to project participants. Classes visited included a Level 3 class held in an elementary school in the South Side District and three classes (Levels 2 and 3) in the Harlandale District held in a church hall.

Adults in the program were enthusiastic and appreciative of the opportunity to improve their English language and literacy skills. Social events such as potluck meals and holiday celebrations are held for families during the year. Each year a "graduation" ceremony is held. and graduating participants receive a certificate. The all-day ceremony features a well-known person as the keynote speaker followed by small group sessions with lunch provided by the staff. In 1991 the focus of the ceremony was a job fair to demonstrate types of jobs that are realistic for the participants.

Summary Statement: Project SCALE combines traditional methods using commercially available materials and weekly instruction with non-traditional methods of instruction. The non-traditional methods include recruitment through children, accessible satellite centers, televised lessons for language skill reinforcement and parent leadership training, and a Curriculum Evaluation Committee. The four phases of Project SCALE include planning, development, implementation, and evaluation. The evaluation consists of a comprehensive assessment of participants' annual progress. Project evaluation is conducted by IDRA's research and evaluation staff. Data used include pre-post assessments, curriculum comments, quarterly reports, intervention, annual reports, and participants' input. Follow up procedures with participants constitute part of the project design. A successful feature of the project has been a focus on non-working women, who had previously been home all day. Parents demonstrate a desire to participate in the program; they are eager and enthusiastic when they arrive for classes. Parents are given an opportunity to attend conferences on bilingual education and parent involvement and are referred to other programs when appropriate.

B. BIBLIOGRAPHY

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C. PROJECT QUESTIONNAIRES

MAIL QUESTIONNAIRE
PROJECT DIRECTOR
FAMILY ENGLISH LITERACY PROGRAM

Public reporting burden for this collection of information is estimated to average 1.25 hours, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the US Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1885-0521, Washington, DC 20503.

MAIL QUESTIONNAIRE
PROJECT DIRECTOR
FAMILY ENGLISH LITERACY PROGRAM

US Department of Education Office of Bilingual Education and Minority Languages Affairs	FORM APPROVED OMB No.: 1885-0521 Approval Expires: October 31, 1991

GRANTEE: ____

A. PROJECT BACKGROUND

1. How many sites do you have in your Family English Literacy Project? ____________________

2. What geographic area (cities, counties, townships, etc.) is served by the project?

____

____

B. PROJECT PARTICIPANTS

3. How many participants have been served to date? ____________________

4. How many current participants are there in each language group served?

Native Language	Number of Participants
______________	____
______________	____
______________	____
______________	____

5. How many current participants are there in each of the following categories:

______ Mothers participating alone
______ Fathers participating alone
______ Parents (both father and mother) participating
______ Other adult family members
______ Out-of-school youth

6. Does your project have parent/child activities? ___ Yes; ___ No

. How many participating families involve their children in project activities? ___ All; ___ Most; ___ Few; ___ None

PROJECT OUTREACH AND RECRUITMENT

8. What criteria did you use when deciding which language groups to serve?

____

____

____

9. a. What are your participant selection criteria?

____

____

b. How do you prioritize participant selection? ______________________

____

____

10. Please rank the top 3 recruitment tactics used to attract participants in each language group. (1 being the most successful)

	Language 1 _______	Language 2 _______
Word-of-mouth in the community	___	___
Churches	___	___
Schools	___	___
Community organizations	___	___
Teachers	___	___
Presentations or activities of program staff	___	___
Fliers or posters in a supermarket	___	___
Radio or TV	___	___
Other _______________	___	___

11. Do you have a waiting list? ___ Yes; ___ No

If yes: Approximately how many people are on the waiting list? ________

If yes: How many months before all waiting participants can be served? ______________

D. STAFF

12. a. What percent of teachers are bilingual? ______________

b. What percent of aides and support staff are bilingual? ______________

How many days of in-service training were provided for instructional staff?

INSTRUCTIONAL STAFF

_______ 1st year
_______ 2nd year
_______ 3rd year

14. Indicate the number of staff development activities provided through your program.

___ Workshops
___ Curriculum development
___ Materials development
___ Lectures
___ Other (specify external i.e., conferences, symposiums, etc.) ________________________________

15. a. What qualifications do you look for in staff members?

____
____

b. What percent of the staff have:

___ Bachelors degree
___ Masters degree
___ Doctorate degree
___ Bilingual certification/endorsement

c. What special attributes do you look for in staff members?

____
____
____

E. PROJECT INSTRUCTIONAL ACTIVITIES

16. Please indicate by percent the approximate time your project dedicates to the following components:

___ English literacy
___ Native language literacy
___ Parenting skills
___ Parent/child time
___ Pre-employment skills
___ Other (specify) ____

Please check the language acquisition methodology you use (check all that apply).

- ___ Whole language
- ___ Total Physical Response
- ___ Sheltered English
- ___ Functional Context
- ___ Language Experience
- ___ Naturalistic Approach
- ___ Role Modeling
- ___ Other (specify) ________________________________

18. What materials are used to teach English Literacy (check all that apply):

Parenting

- ___ System Training for Effective Parenting (STEP)
- ___ Parenting Skills Manual for Language Minority Parents
- ___ Action Sequence Story Curriculum
- ___ Other (specify) ________________________________

Life Skills

- ___ A Survival Vocabulary (Janus Book Publisher)
- ___ IMPACT (Adult Literacy and Language Skills, Addison-Wesley Pub.)
- ___ Speaking of Survival (Oxford University Press)
- ___ The Job Box (Fearon-Pitman Pub.)
- ___ Other (specify) ________________________________

Citizenship

- ___ Federal Text for Citizenship
- ___ My Country The USA (Steck-Vaughn)
- ___ US Government Structure: Citizenship Education and Naturalization Information
- ___ Living in the USA (Intercultural Press)
- ___ The USA: The Land and the People (Regents Pub.)
- ___ Other (specify) ________________________________

19. What are participant attendance requirements? ________________________________

____

____

a. What is the participant drop out rate? ______________

b. Does your project follow-up on students who have dropped out? ___ Yes; ___ No.

If yes: Indicate by approximate percent the reasons most often cited for dropping out.

___ Moved
___ Transportation problems
___ Daycare problems
___ Job related
___ Money problems
___ Lost interest
___ Not known
___Other(specify)____

21. Please indicate by approximate percent what factors contribute to poor attendance of some participants?

___ Transportation problems
___ Daycare problems
___ Job related
___ Lack of interest
___ Money problems

22. Does the project include social events for participants' families? Yes; ___ No

If yes: What type of social events? How often are they held?

Activities	Frequency
______________________________	________
______________________________	________
______________________________	________

23. As part of the project, do staff members refer project participants to (check all that apply):

_____ GED preparatory classes
_____ Welfare agencies
_____ Health agencies
_____ Adult education
_____ Employment referral
_____ Other (specify) ______________________________________

F. CURRICULUM

24. Was the project curriculum:

_____ Developed locally
_____ Published or developed by another institution
_____ Both

Please answer the following questions if the curriculum was wholly or partially developed locally (check all that apply):
Was the curriculum:

____ Developed prior to the project
____ Developed as an initial phase during the first year of the project
____ Developed with participant involvement
____ Evolved throughout the project

26. Has a curriculum manual been developed? ___ Yes; ___ No
If yes: Will it be (or has it been) disseminated or published? ___ Yes; ___ No
Has the curriculum been implemented elsewhere? ___ Yes; ___ No
Should the curriculum be implemented elsewhere? ___ Yes; ___ No Why? Why not?

____
____
____

27. Were special materials (e.g., videos) developed? ___ Yes; ___ No
If yes: Please list type of materials below.
Will they be (or have they been) disseminated or published? ___ Yes; ___ No
If the materials have been adopted elsewhere, please note.

____
____
____

G. TECHNICAL ASSISTANCE

28. What type of technical assistance would be of help to the project?

____
____
____

H. ASSESSMENT AND EVALUATION

29. Please check all methods used to assess the English proficiency of entering participants.

____ Standardized test (specify) ______________________________
____ Language proficiency test (specify) ______________________________
____ Staff interview
____ Informal measure (specify) ______________________________
____ Other (specify) ______________________________

What standardized tests do you use to assess native language literacy?

31. What are your participant exit criteria?

32. How many participants have completed the project to date? ____________________

33. Are participants followed up after completing or leaving the project? ___ Yes; ___ No
If yes: Please describe the follow-up.

34. Please list the evaluation instruments you use or plan to use:

35. Does the evaluation include children's gains? ___ Yes; ___ No.
If yes: Please describe.

36. Do you use an external evaluator? ___ Yes; ___ No
If no: Note staff position who is or who will be responsible for the evaluation: ____________________

37. Do you maintain data on (check all that apply):

_____ Participants' entry into other programs
_____ Employment placement
_____ School achievement of participants' children
_____Other(pleasespecify)____________________

CAPACITY BUILDING

38. List the community agencies or programs that offer services to project participants with whom you have coordinated and describe the coordination.

39. How do you plan to continue the project after the Title VII grant has ended, and what will be your source of funding?

J. OVERVIEW

40. What features of the project have worked best for the participants?

What do you consider the most important achievement of the project?

42. Do you consider your project a success? ___ Yes; ___ No.
If yes: What criteria do you use to judge success?

If no: In what ways did your project fail to meet these criteria?

SITE VISIT QUESTIONNAIRE
PROJECT DIRECTOR
FAMILY ENGLISH LITERACY PROGRAM

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SITE VISIT QUESTIONNAIRE
PROJECT DIRECTOR
FAMILY ENGLISH LITERACY PROGRAM

US Department of Education
Office of Bilingual Education
and Minority Languages Affairs

FORM APPROVED
OMB No.: 1885-0521
Approval Expires: October 31, 199

GRANTEE: ______________________________

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____
____
____

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b. How do you prioritize participant selection? ______________________________
____
____

10. Please rank the top 3 recruitment tactics used to attract participants in each language group. (1 being the most successful)

	Language 1	Language 2
	________	________
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Churches	___	___
Schools	___	___
Community organizations	___	___
Teachers	___	___
Presentations or activities of program staff	___	___
Fliers or posters in a supermarket	___	___
Radio or TV	___	___
Other ______________	___	___

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______ 1st year
______ 2nd year
______ 3rd year

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____
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____
____
____

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___ Parent/child time
___ Pre-employment skills
___ Other (specify) ______________________________

17. Please check the language acquisition methodology you use (check all that apply).

___ Whole language
___ Total Physical Response
___ Sheltered English
___ Functional Context
___ Language Experience
___ Naturalistic Approach
___ Role Modeling
___ Other (specify) ______________________________

18. What materials are used to teach English Literacy (check all that apply):

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___ System Training for Effective Parenting (STEP)
___ Parenting Skills Manual for Language Minority Parents
___ Action Sequence Story Curriculum
___ Other (specify) ______________________________

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___ A Survival Vocabulary (Janus Book Publisher)
___ IMPACT (Adult Literacy and Language Skills, Addison-Wesley Pub.)
___ Speaking of Survival (Oxford University Press)
___ The Job Box (Fearon-Pitman Pub.)
___ Other (specify) ______________________________

Citizenship

___ Federal Text for Citizenship
___ My Country The USA (Steck-Vaughn)
___ US Government Structure: Citizenship Education and Naturalization Information
___ Living in the USA (Intercultural Press)
___ The USA: The Land and the People (Regents Pub.)
___ Other (specify) ______________________________

19. Please answer the questions below according to the instructional activities that apply to your project.

- Is an individual or group format used? ___ Yes; ___ No
- Are multiple levels of instruction used? ___ Yes; ___ No
- Is instruction or activity in the native language, English, or both? ___ Native language; ___ English; ___ Both
- Are there activities for parents and children to work together? ___ Yes; ___ No

20. If structured parent/child activities are included, please describe the activities and the role of project staff.

____

____

____

21. What are participant attendance requirements? ______________________________

____

____

22. In the checklist below, please check which resources or features are a part of your project.

Length of Instructional Cycle ______

Community Resources Used:

- Library ______
- Bookstores ______
- Speaker/resource ______
- Other______________________ ______
- ______________________ ______
- ______________________ ______

Special Project Elements:

- Computer ______
- Television/video ______
- Home activities ______
- Other______________________ ______
- ______________________ ______
- ______________________ ______

Time Instruction is Available:

- Daytime ______
- Evening ______
- Weekend ______

Related Services:

- Transportation ______
- Stipend ______
- Books ______
- Child care ______
- Other______________________ ______

23. a. What is the participant drop out rate? ________________

b. Does your project follow-up on students who have dropped out? ___ Yes; ___ No

If yes: Indicate by approximate percent the reasons most often cited for dropping out.

___ Moved
___ Transportation problems
___ Daycare problems
___ Job related
___ Money problems
___ Lost interest
___ Not known
___Other(specify)____

24. Please indicate by approximate percent what factors contribute to poor attendance of some participants?

___ Transportation problems
___ Daycare problems
___ Job related
___ Lack of interest
___ Money problems

25. Did you find it necessary to adapt curriculum or activities for any particular population? ___ Yes; ___ No
If yes, describe briefly.

____
____
____

26. Does the project include social events for participants' families and/or project staff? ___ Yes; ___ No
If yes: What type of social events? How often are they held?

Activities	Frequency
______________________________	________
______________________________	________
______________________________	________

27. As part of the project, do staff members refer participants to (check all that apply):

_____ GED preparatory classes
_____ Welfare agencies
_____ Health agencies
_____ Adult education
_____ Employment referral
_____Other(specify)____

E. CURRICULUM

28. Was the project curriculum:

_____ Developed locally
_____ Published or developed by another institution
_____ Both

29. Please answer the following questions if the curriculum was wholly or partially developed locally (check all that apply)
Was the curriculum:
_____ Developed prior to the project
_____ Developed as an initial phase during the first year of the project
_____ Evolved throughout the project
_____ Developed with participant involvement

30. Has a curriculum manual been developed? ___ Yes; ___ No
If yes: Will it be (or has it been) disseminated or published? ___ Yes; ___ No
Has the curriculum been implemented elsewhere? ___ Yes; ___ No
Should the curriculum be implemented elsewhere? ___ Yes; ___ No Why? Why not?

31. Were special materials (e.g., videos) developed? ___ Yes; ___ No
If yes: Please list type of materials below.
Will they be (or have they been) disseminated or published? ___ Yes; ___ No
Have they been adopted elsewhere? ___ Yes; ___ No

G. TECHNICAL ASSISTANCE

32. In the matrix below, please indicate the sources from which you have received technical assistance and indicate frequency:

Source	Type of Assistance	Frequency	Extent of Time (Hours/Days)
Multicultural Resource Center	____	____	____
Educational Assistance Center	____	____	____
Institution of Higher Education	____	____	____
State Education Agency	____	____	____
Other Family English Literacy Projects	____	____	____
Other ____	____	____	____
____	____	____	____
____	____	____	____

What type of technical assistance would be of help to the project?

____

____

____

H. ASSESSMENT AND EVALUATION

34. Please check all methods used to assess the English proficiency of entering participants.

____ Standardized test (specify) ____
____ Language proficiency test (specify) ____
____ Staff interview
____ Informal measure (specify) ____
____ Othe(specify) ____

35. What standardized tests do you use to assess native language literacy?

____

____

____

What are your participant exit criteria?

37. How many participants have completed the project to date? ______________________

38. Were attrition rates higher for certain language groups? ___ Yes; ___ No
If yes: Which language groups?

39. What factors contributed to attrition (e.g., mobility, loss of employment, etc.)?

40. Are participants followed up after completing or leaving the project? ___ Yes; ___ No
If yes: Please describe the follow-up.

41. Please list the evaluation instruments you use or plan to use.

42. Does the evaluation include children's gains? ___ Yes; ___ No.
If yes: Please describe.

43. Do you use an external evaluator? ___ Yes; ___ No
If no: Note staff position who is or will be responsible for the evaluation: ______________

44. Do you maintain data on (check all that apply):

_____ Participants' entry into other programs
_____ Employment placement
_____ School achievement of participants' children
_____ Other (please specify) ______________________

I. CAPACITY BUILDING

45. List the community agencies or programs that offer services to project participants with whom you have coordinated and describe the coordination.

46. How do you plan to continue the project after the Title VII grant has ended, and what will be your source of funding?

J. OVERVIEW

47. What were the most important lessons you learned in the first year of the project?

48. What features of the project have worked best for the participants?

49. What major problems have you encountered and how did you address these problems?

50. What do you consider the most important achievement of the project?

51. Do you consider your project a success? ___ Yes; ___ No.
If yes: What criteria do you use to judge success?

If no: In what ways did your project fail to meet these criteria?

PARTICIPANT QUESTIONNAIRE
FAMILY ENGLISH LITERACY PROGRAM

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PARTICIPANT QUESTIONNAIRE
FAMILY ENGLISH LITERACY PROGRAM

US Department of Education
Office of Bilingual Education
and Minority Language Affairs

FORM APPROVED
OMB No.: 1885-0521
Approval Expires: October 31, 1991

All instructions to interviewer are in brackets [].
All phrases the interviewer reads aloud are in quotation marks " ".

A. DEMOGRAPHIC/BACKGROUND DATA

[Interviewer reads: "Let's start with some general background questions."]

1. In what country were you born? ______________________________
If USA: What city and state were you born in? __________ City __________ State

If not USA: How many years have you lived in the USA? ______________________________

[Interviewer reads: "I'm going to ask you a few questions about your children."]

How many children live with you? ______

3. How many of your children are in school? ______

4. How old is your oldest child? ______

5. How old is your youngest child? ______

6. Are any of your children in a bilingual program? ___ Yes; ___ No
If yes: How many?__________

B. LANGUAGE BACKGROUND

[Interviewer reads: "Now I'm going to ask you some questions about your language background."]

7. What was the first language you learned to speak? ______________________________

8. Do you read {NL}[1]? ___ Yes; ___ No Other ______________________________

9. Do you write {NL}? ___ Yes; ___ No Other ______________________________

10. How many years have you attended school? ______________________________

11. When people speak English to you, do you understand them? ___ Yes; ___ No

12. How well do you speak English? ___ Not at all; ___ Some; ___ Well

13. How well do you read English? ___ Not at all; ___ Some; ___ Well

14. How well do you write English? ___ Not at all; ___ Some; ___ Well

15. Do you read newspapers in English? ___ Yes; ___ No

16. Do you read magazines in English ___ Yes; ___ No
If yes: What is your favorite?
____

17. When you speak to your children, do you speak: __ Only {NL}; __ Both {NL} and English; __ Only English

When your children speak to you, do they speak: __ Only {NL}; __ Both {NL} and English; __ Only English

---

[1] {NL} Substitute native language
For example, if native language {NL} is Spanish, Question 8 would read, "Do you read Spanish?"

PROJECT RECRUITMENT AND ATTENDANCE

[Interviewer reads: "I'm now going to ask you some questions about your participation in the {PN}[2]"]

19. How did you first hear about the {PN}? ______________________________

20. Why did you decide to come to the {PN}? ______________________________
____
____

21. How long have you attended classes at {PN}? ______________________________

22. Do you attend:
___ Most classes
___ Some classes
___ Seldom

23. When are {PN} classes held? [check all that apply]
___ Weekdays, during the day
___ Weekdays, in the evening
___ On weekends

24. How long does it take you to get to {PN}? __________ / __________
Hours Minutes
Is this too long? ___ Yes; ___ No

25. How do you get to the {PN}? [check all that apply]
___ Bus (or subway)
___ Ride with friends
___ Drive
___ Walk

26. Do you sometimes spend money on supplies or materials for the program? ___ Yes; ___ No

27. Is it difficult for you to participate in the project? ___ Yes; ___ No
If yes: Why? ______________________________
____

28. Do you bring your children to any activities of the {PN}? ___ Yes; ___ No
If yes: How many of your children have participated in {PN}? __________
What activities do you participate in with your child? [check all that apply]
___ Reading to your child
___ Story telling
___ Writing
___ Crafts
___ Play and games
___ Other [specify] ______________________________

---

[2] {PN} Substitute project name here

Have any teachers from {PN} visited your home? __ Yes; __ No

If yes: How often? ____________

What does he/she do when he/she comes? ____

____

____

D. PROJECT IMPACT

30. [Interviewer reads: "I am going to ask you a group of questions that have to do with what you could do before you took classes at {PN} and what you can do now.

"Before you attended {PN}, could you read signs in English?"]

If no: Mark the column "N" and continue on to the **NOW** column and ask "Can you read signs **NOW** with great difficulty, with some difficulty, or with ease?" Mark the column with the appropriate response, G, S, or E.

If yes, then ask: "Before you attended {PN} could you read signs in English with great difficulty, with little difficulty, or with ease?" Mark the column with the appropriate response, G, S or E, and continue on to the **NOW** column and repeat the sequence of questions with, "**NOW** how well can you read signs in English?"

Before you joined the {PN}, could you:	**BEFORE THE PROGRAM**		**NOW**	
	(Y/N)	G,S,E	(Y/N)	G,S,E
Read labels in English				
tch TV news broadcasts in English				
Read notices in English in a supermarket				
Take public transportation				
Shop for groceries in an English-speaking supermarket				
Look up a telephone number in a telephone book				
Make a telephone call to an English speaker				
Call a doctor/clinic for medical help in English				
Fill out a job application in English				
Write letters in English				
Go to the public library to check out books				

1. [Interviewer reads: "Please answer Yes/No and the degree of your capability, using the same pattern as the previous question."

"Before you joined the {PN}, did you read aloud to your children in English?"

If no: Mark the column "N" and continue on to the **NOW** column and ask "Do you read aloud to your children now with great difficulty (G), with some difficulty (S), or with ease (E)?" Mark the column with the appropriate response, G, S, or E.

If yes, then ask: "Before you joined the {PN} could you read aloud to your children in English with great difficulty (G), with some difficulty (S), or with ease (E)?" Mark the column with the appropriate response, G, S or E, and then continue on to the **NOW** column and repeat the sequence of questions with, "**NOW** how well can you read aloud to your children in English?"

Before you joined the {PN}, could you:	**BEFORE THE PROGRAM**		**NOW**	
	(Y/N)	G, S, E	(Y/N)	G, S, E
Read aloud to your children in English	____	____	____	____
Talk with your children's teachers in English	____	____	____	____
Help your children with their homework	____	____	____	____
Attend parent night at school	____	____	____	____
Read notes or newsletters from school in English	____	____	____	____
Read and return permission forms for school field trips	____	____	____	____
ead report cards in English	____	____	____	____
Take your child to the library	____	____	____	____
Attend PTA meetings	____	____	____	____
Attend teacher conferences	____	____	____	____

32. Please explain how the {PN} has helped you (i.e., home, work, etc.). ____________________

33. Please explain how the {PN} has helped your children (i.e., home, school). ____________________

34. Do you think your friends should join the {PN}? ___ Yes; ___ No
Why/Why not? ____________________

35. Are you taking any of the following classes? [check all that apply]

___ Adult basic education classes
___ GED preparation classes
___ Job training
___Otherclasses[specify]____
If yes (any): Did the {PN} staff help you find this class? ___ Yes; ___ No

36. Are you working now? __ Yes; __ No
If yes: How many hours a week do you work? ________________________________
Do you read, in English, on your job? ___ Yes; ___ No
Do you write, in English, on your job? ___ Yes; ___ No
If no: Are you looking for a job? ___ Yes; ___ No
If yes: Will the {PN} help you find one? ___ Yes; ___ No
If yes: How will it help you? ________________________________

37. Before you attended {PN} were you working? ___ Yes; ___ No

If no: Did the {PN} help you get a job? ___ Yes; ___ No
If yes: How did it help you?________________________________

D. MAJOR CONTRIBUTORS TO THIS STAFF STUDY

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